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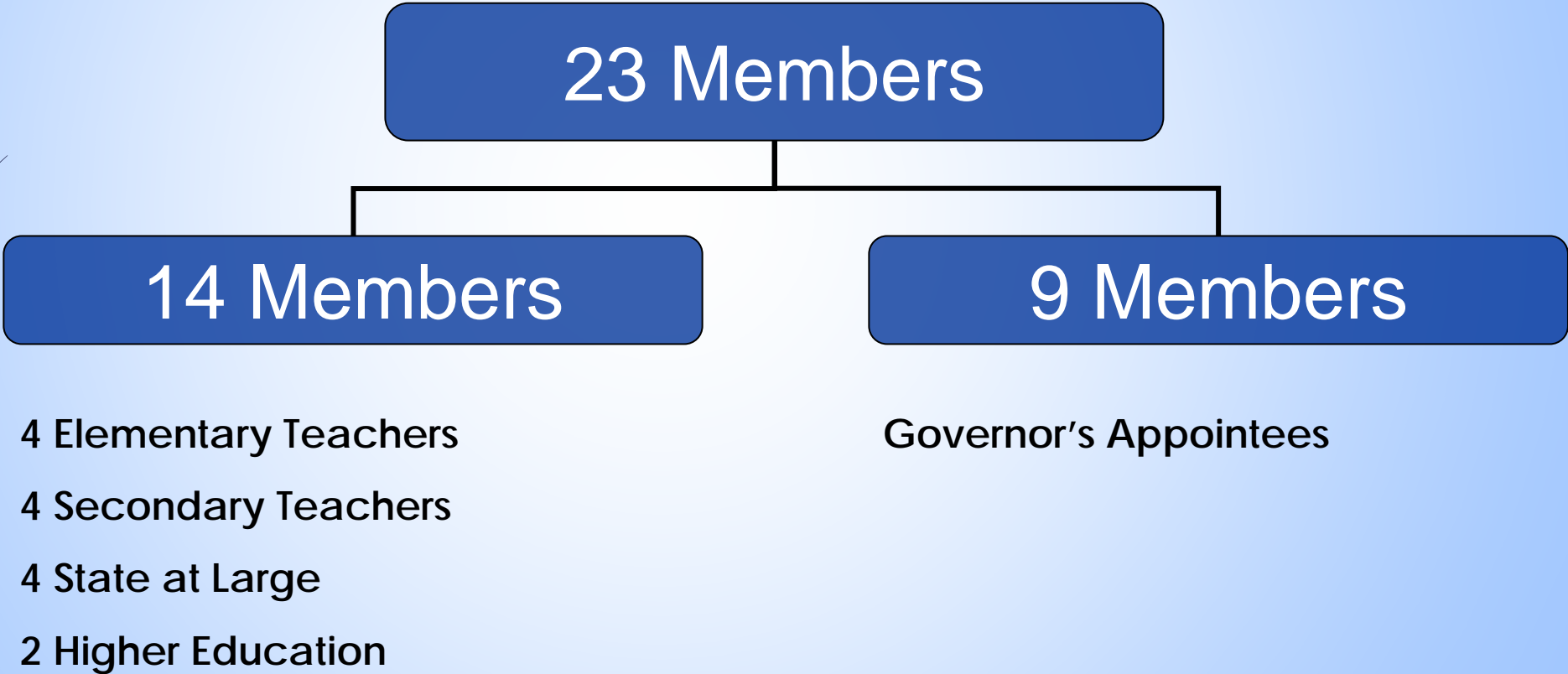
# Alabama State Textbook Adoption Process


for

## Career and Technical Education

# State Textbook Committee Composition

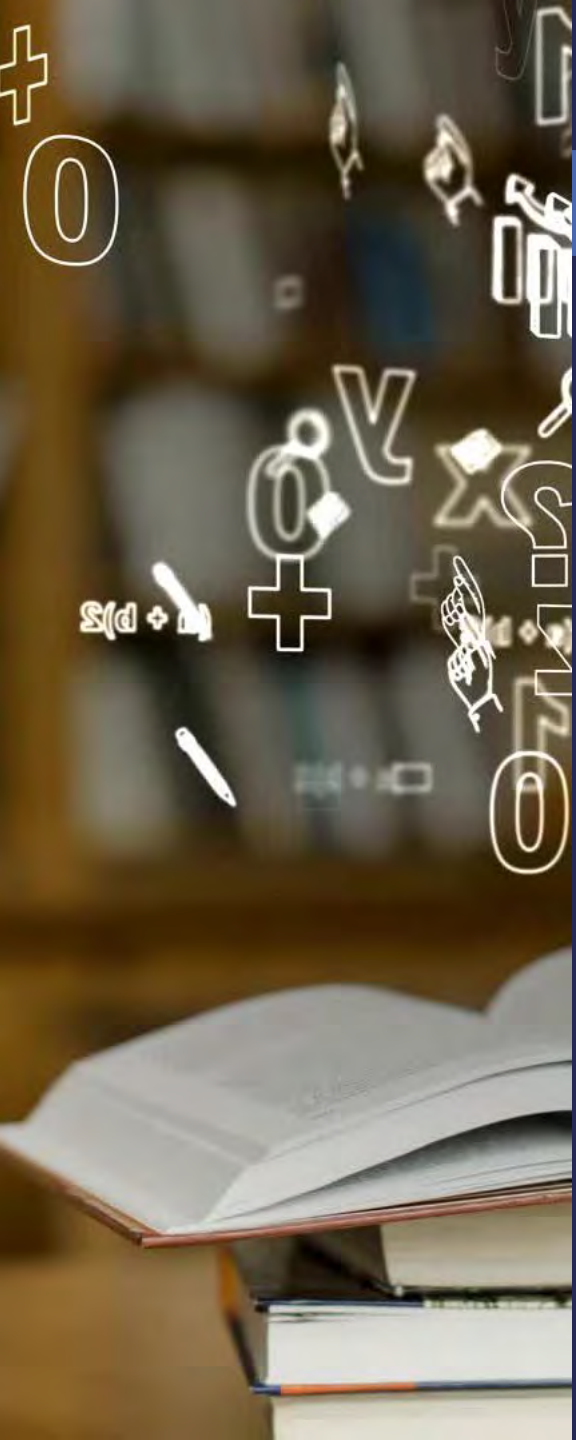
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# Steps In the State Textbook Adoption Process

- Revision of the Career and Technical Education Courses of Study (CTE).
- Publishers are sent a Request for Bids (RFB) for CTE.
- Nominations are requested for the State Textbook Committees.
- Appointment of State Textbook Committees.
- Textbooks and supplemental materials are reviewed.
- Public input solicited.
- Committee recommendations to State Board for approval or rejection.

A decorative background on the left side of the slide. It features a stack of books at the bottom, with an open book on top. Above the books, there are various mathematical symbols and icons in white and yellow, including a plus sign, a zero, a percent sign, a dollar sign, a graph, and a calculator. A blue arrow points from the left towards the main text area.

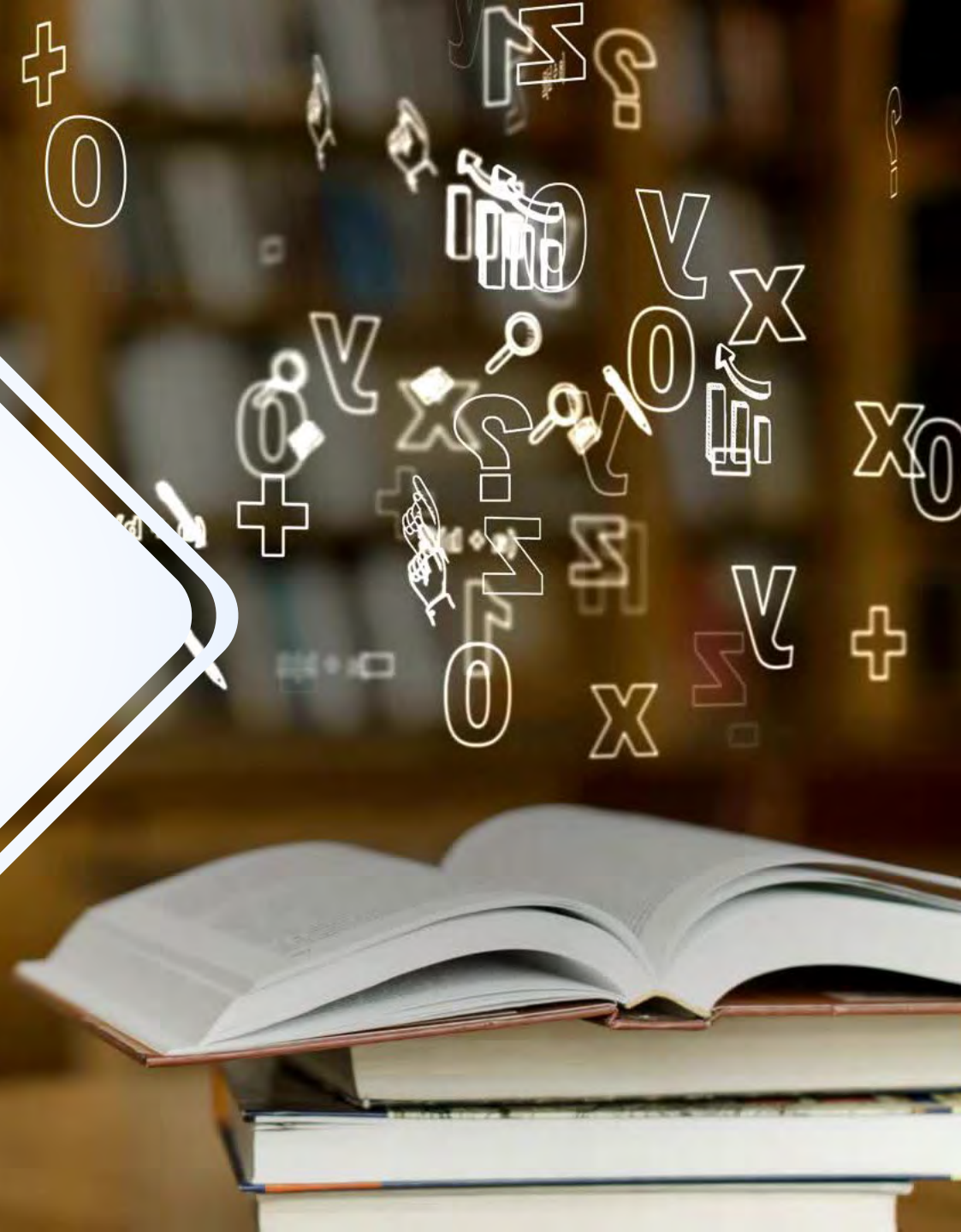
## Publishing Companies Completing the Bid Process for Career and Technical Education (CTE) Textbooks and Supplemental Materials

- Cengage
- ICEV
- Goodheart
- Savvas Learning Company, LLC

# Official Bid Categories for Publishers Defined

*For Career and Technical Education (CTE), a **comprehensive textbook/program** is defined as one that meets the standards outlined in the 2022 Alabama Courses of Study for Cosmetology and Barbering; Education and Training; and Hospitality and Tourism.*

*For Career and Technical Education (CTE), a **supplemental textbook/program** is used to support and extend the critical elements of a comprehensive textbook/program. A supplementary textbook/program is not sufficient to be used as the primary resource for a particular grade or course.*



# Career and Technical Education Overall Textbooks/ Supplemental Materials Rating Score

Tier I, Exemplifies Quality	90% - 100%	Recommended for Board Approval
Tier II, Approaching Quality	80% - 89%	Recommended for Board Approval
Tier III, Not Representing Quality	79% and <u>Below</u>	Recommended for Board Rejection

# Guidelines for Review

- Review and document all evidence before deciding on ratings.
- Consider quantity as well as quality of evidence for each indicator.
- Consider evidence of high quality as well as evidence of low quality.
- Do not feel compelled to weight each indicator and criterion equally.
- Do not consider provided examples to be exhaustive or restrictive.
- If evidence is lacking for an indicator, flag it for further data collection.



# Definitions of Ratings

## **4--Exceeds Expectations:**

All materials reviewed indicate high-quality; none indicate low quality.

## **3--Meets Expectations:**

Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

## **2--Partially Meets Expectations:**

Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

## **1--Does Not Meet Expectations:**

Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.



# Review Form Cover Sheet (CTE)

**Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Career and Technical Education  
2023-2024**

<b>Title:</b>	<b>Grade-Level(s)/Course:</b>
<b>Publisher:</b>	<b>Copyright:</b>
<b>Overall Rating (Place Your Score Below):</b> Tier I, Exemplifies <u>Quality</u> 90% - 100% _____ Tier II, Approaching Quality 80% - 89% _____ Tier III, Not representing Quality 79% and below _____	



# Components of the Textbook Review Form



Section One: Non-negotiables

Section Two: Alignment to Alabama Course of Study Standards

Section Three: Classroom Application

Section Four: Additional Criteria of Superior Quality

Final Evaluation

## SECTION 1:

## NON-NEGOTIABLES

**Publishers must comply with all indicators below for participation in the review process.**

- YES NO** Comprehensive submission of Instructional Material(s) are aligned to *Alabama Course of Study*  
**YES NO** Instructional Material(s) are available for review online or in a digital format, when applicable.  
**YES NO** Username(s) and password(s) are created and active for online access by reviewers and public throughout the entire state and local review process.

## SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS

\_\_\_\_ Number of Standards      \_\_\_\_ Number of Standards Met      \_\_\_\_ Percentage of Standards Met

***Note: The scoring rubric for specific subject area Courses of Study Standards will be an addendum for scoring purposes. Reviewers will use the results from the rubric to complete the information above. The percentage of standards met will be determined by dividing the number of standards met by the number of standards for the subject area.***

## SECTION 3: CLASSROOM APPLICATION

204 Possible Points    \_\_\_\_ Points Obtained    \_\_\_\_ Percentage of Points Obtained

### ***Directions for reviewers using this rubric:***

Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of indicators met, divide total points obtained by 204 possible points.

**4–Exceeds Expectations:** All materials reviewed indicate high-quality; none indicate low quality.

**3–Meets Expectations:** Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

**2–Partially Meets Expectations:** Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

**1–Does Not Meet Expectations:** Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state’s expectations for teaching and learning.

### **Content**

<b>Alignment with Curriculum</b>				
1. The materials are adaptable and useful for classroom instruction.	1	2	3	4
<b>Level of Treatment</b>				
2. The content is developmentally appropriate for the age of the students, student ability and level of language acquisition.	1	2	3	4
3. The curriculum provides guidance for teachers on differentiating instruction.	1	2	3	4
<b>Accuracy of Content</b>				
4. The content is factual, objective, and free of mistakes, errors, inconsistencies, contradictions, and biases of interpretation.	1	2	3	4
5. Visuals and other elements contribute to the accuracy of text or narrative.	1	2	3	4

## SECTION 4: ADDITIONAL CRITERIA OF SUPERIOR QUALITY *(may not apply for all subject areas)*

108 Possible Points         Points Obtained         Percentage of Points Obtained

### ***Directions for reviewers using this rubric:***

Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of indicators met, divide total points obtained by 108 possible points.

**4--Exceeds Expectations:** All materials reviewed indicate high-quality; none indicate low quality.

**3--Meets Expectations:** Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

**2--Partially Meets Expectations:** Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

**1--Does Not Meet Expectations:** Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

Career and Technical Education / Workforce Development Content				
1. The text and/or material fosters an integrated approach where concepts and skills are taught in tandem.	1	2	3	4
2. The content incorporates and supports current performance and research-based practices.	1	2	3	4
3. The text and/or material effectively integrates a wide variety of CTE/WFD techniques and genres.	1	2	3	4
4. Activities include guiding questions which encourage the development of higher-level thinking and performance skills.	1	2	3	4
5. Activities include project-based learning opportunities relevant to the content standards.	1	2	3	4

# Career and Technical Education Review Final Evaluation Form

## FINAL EVALUATION

Compile the results for Sections 2-4 to make a final recommendation for the instructional material(s) under review. To determine the total for the material scored, the reviewer will add the results of the sections and divide by 3. If there are no scores for Section 4, then the reviewer will divide the results by 2.

SECTION	SCORE
SECTION 1: <i>NON-NEGOTIABLES</i>	N/A
SECTION 2: <i>ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS</i> <i>(Not Applicable for Supplemental Material)</i>	
SECTION 3: <i>CLASSROOM APPLICATION</i>	
SECTION 4: <i>ADDITIONAL CRITERIA OF SUPERIOR QUALITY</i>	
TOTAL	

FINAL RECOMMENDATION FOR THE INSTRUCTIONAL MATERIAL(S):


**Place Your Score Below**

Tier I, Exemplifies Quality 90% - 100% \_\_\_\_\_  
Tier II, Approaching Quality 80% - 89% \_\_\_\_\_  
Tier III, Not representing Quality 79% and below \_\_\_\_\_

**Comments:**

# The Textbook Adoption Review Process

- Textbook Committee Organizational Meeting (**June 6, 2023**)
  - Oath of Office
  - State Textbook Law Overview
  - Duties of State Textbook Committee
  - Textbook Committee Organization
    - Chairperson
    - Secretary
    - Sub-Committee Assignments
- Publishers Presentations for CTE (**June 7th-9th & 12th**)



# The Textbook Adoption Review Process continued.....

- Official Committee Review Sessions (**June 20-22, 2023**)
- Official Committee Review Sessions (**July 10-12, 2023**)
- Official Committee Review Sessions (**August 8-10, 2023**)
- Official Committee Review Sessions (**August 29-31, 2023**)
- Official Final Committee Review Sessions (**September 12-14, 2023**)
- State Board Receives Textbook Recommendations (**November 9, 2023**)
- CTE Chairpersons Present Textbook Adoption Process Overview (**November 9, 2023**)
- Public Examination Period Begins of CTE Textbooks and Materials (**November 9, 2023**)
  - Press Release
- Public Input and Official Textbook Adoption (**December 14, 2023**)



# Sample Textbook Materials Review Results

## CAREER AND TECHNICAL EDUCATION TEXTBOOKS AND SUPPLEMENTAL MATERIALS REVIEW

2023-2024

(COSMETOLOGY AND BARBERING; EDUCATION AND TRAINING; HOSPITALITY AND TOURISM)

Tier I, Exemplifies Quality	90% - 100%	Recommended for Board Approval
Tier II, Approaching Quality	80% - 89%	Recommended for Board Approval
Tier III, Not Representing Quality	79% and Below	Recommended for Board of Rejection

Grade Level/Subject Area	Textbook Title/Series	Publisher	Average Reviewer Score	Supplemental or Comprehensive	Textbook Committee Comments (optional)
<b>Cosmetology and Barbering</b>					
9 <sup>th</sup> -12 <sup>th</sup>	Cosmetology Fundamentals	Stevens Publishing Company	96%	Comprehensive	No Comments.
9 <sup>th</sup> -12 <sup>th</sup>	Fundamentals of Cosmetology	Flowers and Jones Publishing Company	79%	Comprehensive	No Comments.

Questions or Comments!

