

**TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT,  
NURSING SERVICES PROGRAM OF STUDY  
HEALTH SCIENCE 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. 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 Health Science Career Cluster:

**HEALTH SCIENCE EDUCATION (5998)**  
**ANATOMY & PHYSIOLOGY (5991)**  
**MEDICAL THERAPEUTICS (5999)**  
**NURSING EDUCATION (6000)**

**REVIEW**

Evaluator: Melissa Tibbs Book: Nursing Assistant Care - Long Term Care Level(s)/Course(s): Nursing Education (6000)

Publisher: Hartman Publishing, Inc Year: 2014

**STATEMENT OF STUDENT PROFICIENCY**

The Therapeutic Nursing Services program of study (POS) is designed to prepare students to pursue careers in the field of nursing. Upon completion of this program, a proficient student will be able to implement communication and interpersonal skills, maintain residents' rights and independence, provide care safely, prevent emergency situations, prevent infection through infection control, and perform the skills required of a nursing assistant. Students will log forty hours of site-based clinical work with at least 24 of those hours spent in a long-term care facility as part of the Level 4 course. Successful completion of the Nursing Education course and Certified Nursing Assistant certification exam allows to the student to seek immediate employment as a Certified Nursing Assistant.

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.

**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 <u>X</u>	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 <u>X</u>	No ____
C. Materials focus equally on the <i>conceptual knowledge</i> as well as the <i>technical skill</i> outlined in the standards.	Yes <u>X</u>	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 <u>X</u>	No ____

<b>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.</b>	Meet? Yes <u>X</u> No ____
--	-------------------------------

**Justification/Notes - This text exceeds the 80% alignment of standards to the Nursing Education course. This text is used by NHC, Sequatchie to instruct CNA's in their classes. Students complete their WBL at NHC, therefore it is a logical choice. There is a good balance of conceptual knowledge and technical skills.**

\*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.

<b>SECTION I(2):</b>		
<b>RIGOR:</b>		
<b>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.</b>		
<b>METRICS:</b>		
A. Materials effectively meet the level of rigor intended in the standards.	Yes <u>  X  </u>	No <u>    </u>
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 <u>  X  </u>	No <u>    </u>
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 <u>  X  </u>	No <u>    </u>
D. Materials support the development of fluency, including regular opportunities to practice knowledge and skills, appropriately apply tools, and use technology.	Yes <u>  X  </u>	No <u>    </u>
E. Domain-specific vocabulary and industry terminology are frequently used to explain topics, or to make connections to key workplace activities.	Yes <u>  X  </u>	No <u>    </u>

To be aligned to the standards, all five indicators of Rigor must be marked Yes.

Meet?  
Yes X 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.	Yes <u>X</u>	No ____
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 <u>X</u>	No ____
C. Connections to relevant certifications and other credentials are clearly explained, and their value in industry is communicated where appropriate.	Yes <u>X</u>	No ____

D. Materials provide opportunities for students to practice and reflect upon 21st century (or "soft") skills.	Yes <u>X</u>	No ____
To be aligned to the standards, all four indicators of Postsecondary and Career Readiness must be marked Yes.	Meet? Yes <u>X</u> No ____	
Justification/Notes - Text does a thorough job of teaching skills, both technical and soft.		

Were all three non-negotiables in section I met? (Was each component marked "yes"?)	Yes <u>X</u> No ____
--	----------------------

## 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.	<u>2</u> 1   0	The text is specifically designed for students who are studying for their CNA test.

<p>B. Materials are aligned to discipline-specific <b>content or pedagogical frameworks</b> frequently used by professionals in associated industries. For example, Differentiating Instruction 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>	<p>2   <u>1</u>   0</p>	<p>The text incorporates specific illustrations for all skills. There are also checklists and tests provided. The teacher's disc includes questions that include more critical thinking.</p>
<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>	<p>2   1   <u>0</u></p>	<p>There is no mention of HOSA.</p>

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>	<p><u>2</u>   1   0</p>	<p>The foundational classes have built the knowledge base necessary for success when using this text.</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>	<p><u>2</u>   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><u>2</u> 1 0</p>	<p>This text does a great job covering required material for students to obtain their CNA license.</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><u>2</u> 1 0</p>	<p>An instructor's guide is included on disc. Videos for skills are on-line. There are powerpoints, tests, reviews.</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><u>2</u> 1 0</p>	<p>There are many opportunities for the students to practice the skills learned. There are also task cards and checklists.</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><u>2</u> 1 0</p>	<p>The password protected site offers many options for teachers to enhance their learning. There is also a group discussion board for instructors.</p>

<b>Section II(4). USABILITY</b>	<b>SCORE</b>	<b>JUSTIFICATION/NOTES</b>
<p>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.</p>	<p><u>2</u> 1 0</p>	<p>A disc is included that has a link to a "password protected site for teachers. There is also an audio version available. Upon request, the</p>

		vendor will make a PDF available for students that includes read-aloud option.
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.	<u>2</u> 1 0	Text, photographs, and graphics are laid out in an easy to read manner. There are sections on patients rights throughout the text.
C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	2 <u>1</u> 0	Upon request, the vendor will make a PDF available for students that includes read-aloud option.
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.	<u>2</u> 1 0	Accurate presentation. Includes LGBT rights, which was not in previous version.

Please note any concerns with sensitivity below:

<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.	<u>2</u> 1 0	The instructor's guide to teaching from our textbook contains the following elements for every chapter: an overview of teaching strategies; page references for both the textbook and student workbook; teaching outlines for every learning

		objective; a chapter review which may contain case studies, role-playing scenarios, games. Skills videos help prepare students for their clinical skills testing. Easy web access is provided for instructors and their students—no codes, no extra charge, and no cutoff dates.
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.	<u>2</u> 1 0	The teaching materials include discussion questions, and chapter exams, two final exams, and a critical thinking exam that the instructor can modify to suit his or her needs. Skill checklists are incorporated.
C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	2 <u>1</u> 0	This text does not offer ESL, or materials for struggling learners. However, additional review questions are offered, as is an audio version.

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