

**TENNESSEE CAREER AND TECHNICAL EDUCATION TEXTBOOK SCREENING INSTRUMENT,
OFFICE MANAGEMENT PROGRAM OF STUDY
BUSINESS MANAGEMENT & ADMINISTRATION 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 Business Management & Administration Career Cluster:

COMPUTER APPLICATIONS (5891)

BUSINESS COMMUNICATIONS (5888)

BUSINESS MANAGEMENT (5889)

ADVANCED COMPUTER APPLICATIONS (5904)

STATEMENT OF STUDENT PROFICIENCY

Office Management program of study prepares students to continue postsecondary training in business-related programs, provides advanced training for students pursuing a career in administrative and information support, and supports obtaining an industry certification in specific software applications (such as the Microsoft Office Suite). Program content and projects are meant to simulate workplace scenarios and draw on skills related to communications, operations, management, and teamwork in order to accomplish information management goals. Upon completion of this program, proficient students will be fluent in a variety of information management software applications and will be prepared to sit for the Microsoft Office Specialist (MOS).

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

Book Title and ISBN: Professional Communication 9781631261282 Level(s)/Course(s): Business Communication 5888

Publisher: Goodheart-Willcox Copyright Year: 2017

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 __X__	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 __X__	No _____
C. Materials focus equally on the <i>conceptual knowledge</i> as well as the <i>technical skill</i> outlined in the standards.	Yes __X__	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 __X__	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 __X__ No _____

Justification/Notes

The textbook meets about 90% of the standards.

In particular, standard 10 is not met in the book. Although many social media websites are mentioned in the book as platforms that can be used for business, but no exercise is found in the book that stimulates the student to examine a business website. The word hyperlink is not mentioned anywhere in the text.

Standard 12 is partially satisfied (about 50%) on pages 302-308. No mention was found in the book of any preprint color requirements nor color models.

Standard 18 is partially satisfied (about 50%) on pages 151-153; 272-274; 357-365.

The book does not mention the word webinar in its text, nor does it point to any Voice over the Internet Protocol (VOIP) technology or phone conferencing.

*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.

BUSINESS COMMUNICATIONS (5888)

Evidence of 80% Alignment with Standards			
Standard	Yes	No	Evidence (e.g. page numbers and/or examples of inclusion)
1. Demonstrate compliance with the school’s ethics policy regarding copyrighted materials, plagiarism, authenticity, proper citations, privacy, and proper use of technology resources.	X		Standard is satisfied on pages 50-53, 149-150 and the citations are introduced on page 282
2. Identify, analyze, and critique the basic components of communications, such as the message, the sender, the receiver, the mode, the noise, and the response. This includes conducting responsible research when necessary, developing effective arguments, composing meaningful and coherent messages appropriate to the intended audience, and polishing one’s delivery skills to deliver an effective and credible message, followed by listening.	X		Satisfied on pages 8-10; 19; 32-33; 148-149; 235-236; 268-272; 378-388
3. Differentiate between verbal and nonverbal communications when interacting with peers, subordinates, superiors, and customers. List specific techniques for effective communications and evaluate how different cultures and generations attach different meanings to various gestures, intonations, and other communications techniques.	X		Pages 5-29; and pages 316-345
4. Practice and implement proven communication techniques to foster positive interpersonal relationships in the business atmosphere, such as: a. Establishing and maintaining positive relationships with coworkers and customers (e.g., being fair, helpful, tactful, gracious, and appreciative). b. Recognize manifestations of tension, and employ recommended strategies to resolve the situation in the most favorable ways (e.g., collaborating, compromising, accommodating). c. Practice various	X		Pages 9; 32-39; 378; exercises on page 390

interactions and conflict resolution strategies by participating in role-play exercises and structured controversies, allowing students to model positive/supportive behaviors that respect varying perspectives and viewpoints of others and yield consensus decision-making.			
5. Create a rubric for evaluating and selecting the best electronic communication tool for a given task or situation. Using scenarios from business and industry, identify appropriate tools for various situations and defend selections through a persuasive narrative, based on the application of the rubric.	X		Pages 48-50; 208-214
6. Research and analyze various aspects of good digital citizenship. In groups, discuss the effects of technology on day-to-day and business communications. Select one topic (such as hacking of a customer database, social media, etc.) for further exploration and develop an electronic presentation employing to demonstrate the implications of the topic on society, as well as business and industry.	X		Pages 6-11; 49-61; and Social Media on page 254
7. Compile significant points regarding courtesy and propriety in a digital business world (“netiquette”) and prepare a presentation or web page that includes the topics of a. Message priority (urgent, normal, or low) b. Consent to share (property rights) c. Confidential or sensitive information (privacy) d. Message formatting (fonts, color, case, informal abbreviations, emoticons)	X		Message priority is not addressed in the text. However, the rest of the topics in the standard are satisfactorily covered on pages 10-11; 49-50; confidentiality on page 57; 162-171; 235-236
8. Evaluate, create, and revise business correspondence, short contracts and reports, electronic forms, and small legal documents for a business in standard English using the following: a. Employing word processing and simple spreadsheet programs b. Using proper grammar essentials, including parts of speech, vocabulary, punctuation, sentence structure c. Applying accepted business styles, including fonts, margins, layout, color, formats for dates, times, currencies, proper names d. Using acceptable business language, vocabulary, acronyms e. Writing for social media f. Writing for the internet	X		Pages 12-13; 80-109; 116-129; 158; 162-177; 220-222; 254-259; 275-283 and 316-318
9. Analyze examples of writing for evolving digital platforms such as social media applications. Compare and contrast writing conventions required for commonly used applications and construct an event announcement	X		Pages 254-259 and 356-358

for a local business in formats appropriate for at least three different social media/networking tools.			
10. Locate a website used by a business to sell a product or service. Evaluate the website's design, content, text, images, layout, and color. Discern the site's effectiveness and ease of navigation, including the use of hyperlinks. Using persuasive writing, produce a critique addressing the pros and cons of the site, and offer recommended revisions.		X	The standard is not satisfied in the book. Although many social media websites are mentioned in the book as platforms that can be used for business, but no exercise is found in the book that stimulates the student to examine a business website. The word hyperlink is not mentioned anywhere in the text.
11. Create, adjust, and publish business document projects to typographic standards: a. Using word processing, spreadsheet, and or desktop-publishing software b. Planning layouts based on estimation and calculations to achieve accepted balance of text, art, photos, and white space c. Applying consistent style standards, including fonts, margins, layout, color scheme, and image and text formats d. Inserting and formatting merged graphic elements, such as charts, graphs, photos and artwork, and text embellishments e. Incorporating editing and revision markings to incorporate desired changes by the author/editor	X		The standard is satisfied on pages 158-163; 220-222; 257-259; 302-308
12. Configure and send typographic output for designing camera ready documents on destination printer, color model (RGB, CMYK, etc.), preprint color requirement, and process color separations.	X		The standard is partially satisfied about 50% on pages 302-308. No mention was found in the book of any preprint color requirements nor color models.
13. Manipulate, enhance and produce digital photographs, graphics, or other art elements utilizing photographic and / or graphic editing software.	X		Pages 360-368
14. Draft and edit two speeches: (1) to persuade, and (2) to inform. Incorporate planning and preparation to deliver speeches that adhere to the following expectations: a. Appropriate for various audiences and purposes b. Delivered with enthusiasm and appropriate body language c. Structured to guide the listener to the desired objective or response d. Includes facts and research, in addition to original claim(s) and counterclaim(s) supported by evidence e. Revised based on peer feedback			Pages 6-15; 148-149; 208-214; 268-272; 325-327; 346-347

15. Critique the purpose of various speaking assignments to identify the design and goal, such as to inform, educate, convince, persuade, or lead to action.	X		6-8; 208-214
16. Plan, prepare, and conduct a short business meeting, including following-up after the meeting. Write an agenda, develop and produce necessary materials, facilitate the meeting effectively, and prepare a follow-up email thanking the attendees for their participation and summarizing key takeaways and action items.	X		Pages 379-380
17. Promote, organize, and practice creative problem-solving using the brainstorming approach, incorporating common techniques such as predefined time limits, short breaks, goals, visual aids, and record-keeping.	X		37-39; 338-342
18. Plan, organize, schedule, and deliver a webinar to one or more distant parties using computer conferencing tools (e.g., telephone or voice over IP, online conferencing system). a. Prepare an invitation, agenda, and overall script for the webinar, outlining the planned verbiage and business-related flow of information. Include guidelines, minutes and follow-up. b. Single-handedly or as a team, conduct the webinar or simulated webinar according to the agenda. c. Leverage the video, audio, and meeting enhancement tools available through the selected webinar software, such as highlighting, chat, polling, and question features to maximize audience interaction. d. Save, and edit, if needed, a short audio/video recording of the webinar for later publication.		X	The standard is partially satisfied (about 50%) on pages 151-153; 272-274; 357-365. The book does not mention the word webinar in its text, nor does it point to any Voice over the Internet Protocol (VOIP) technology or phone conferencing.
19. Plan, organize, schedule, and conduct a web videoconference or simulation with one or more distant parties using computer conferencing tools (e.g., webcams, high-speed Internet, computer) a. Prepare an overall agenda for the web conference, outlining the planned exchanges of information, positioning and appearance of people, and switching between video sources (e.g., webcams, document cams, and other imagery). b. Follow the agenda to complete the web-meeting exchange, either single-handedly or as part of a team. c. Use effective communication and engagement strategies (such as effective meetings facilitation) to encourage active participation by all parties connected to	X		10-11; 37; 362-365

the meeting. d. Save, and edit if needed, a short audio/video recording of the web meeting for later publication.			
20. Prepare an electronic portfolio a. Including work products demonstrating career preparation skills, using an assortment of media (text, photos, video, hyper-linked pages). b. Including a professionally formatted résumé and other supporting documents such as cover letter and application. c. Packaged on a suitable media (e.g., CD, DVD, memory stick, web site).	X		218-238; 362-365; 442-453
21. Conduct a job search of positions in one or more career areas of interest using tools such as https://www.jobs4tn.gov and other online employment resources; complete a job application; participate in mock interviews with partner businesses and/or through participation in a student organization event.	X		414-421; 452; 455
22. Address the appropriate use of and ethics related to social media in personal and professional situations and its impact on career search processes, as well as its impact on the professional reputation of a person.	X		49-63; 254

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

Justification/Notes

The book has a suitable rigor level, and includes a range of assessment exercises that cover online activities, research topics, communication skills, and portfolio development. Each chapter is ended with a Review and Assessment section. In addition to that, there are case studies followed by critical thinking exercises throughout the book. In conclusion, the materials effectively meet the level of rigor intended in the standards.

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 <u> </u>
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 <u> </u>
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 <u> </u>
D. Materials provide opportunities for students to practice and reflect upon 21st century (or “soft”) skills.	Yes <u> X </u>	No <u> </u>

<p>To be aligned to the standards, all four indicators of Postsecondary and Career Readiness must be marked Yes.</p>	<p align="center">Meet?</p> <p align="center">Yes <u> X </u> No <u> </u></p>
<p>Justification/Notes</p> <p>The textbook materials promote multiple pathways to student success beyond high school, highlighting a range of career opportunities, as can be found on pages 428, 433, and 449-452</p>	

<p align="center">Were all three non-negotiables in section I met? (Was each component marked "yes"?)</p>	<p align="center">Yes <u> X </u> No <u> </u></p>
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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 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.	2	The book appropriately addresses business communication standards such as telephone, e-mail and digital etiquette, proofreading, business protocol, and other standards such as those of the Career Clusters Initiative.
B. Materials are aligned to discipline-specific content or pedagogical frameworks 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.	1	The text materials meet the core guidelines and pedagogical frameworks in the field, mainly developing different written and verbal communication skills, portfolio development, and internet research throughout the book. However, the book does

		not offer any guidelines in some commonly found specific situations, such as the 24-hour rule in response time to E-mail and postal requests.
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).	1	The book makes fairly good reference to some professional organizations in the field, such as the National Skill Standards Board, and the Career Clusters Initiative in one location in the book. It does not reference some important organizations such as the International Business Communication Standards (IBCS).

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	Suitable connections are made between knowledge and skills.

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	
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	

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	The reviewer had no access to any teacher support materials.
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	The reviewer had no access to any teacher support materials.
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	The reviewer had no access to any teacher support materials.

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	The book can be accessed online. In addition to that, a companion website is also available with additional exercises.
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 textbook is written in an easy yet professional language. It is suitable for the students, teachers, and parents. The graphics are at an adequate level.
C. Materials include supports for all learners, e.g., ELs, students who are below grade level, advanced students.	1	The materials include links to online videos, and a wide range of exercises, that are likely to be suitable for all learners.
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	The book is written in a professional way and is appropriately culturally and politically sensitive to the full range of potential users.

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	
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	<p>Assessment exercises in the book are arranged by skill such as speaking, writing, teamwork, and portfolio development. Additional exercises such as animations with quizzes are present in the companion website.</p> <p>However, there was no indication that the materials offer any ideas on measuring student progress.</p>
C. Materials include assessment accommodations for diverse learners, including sample items that capture multiple measures of student proficiency.	2	<p>One of the main strengths of the book material was the large number of assessment activities, in particular in the companion website</p> <p>The companion website for the book was available online for free, and includes the</p>

		following additional assessment exercises: <ul style="list-style-type: none"> - Animations with Quizzes - Communication Videos - Vocabulary games - Matching activity - Posttest and other activities. <p>The text materials include end-of-lesson assessments as well as end-of-chapter assessments that address different skills and levels.</p>
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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
