



**Alabama State Textbook Adoption Process
for**

Career and Technical Education

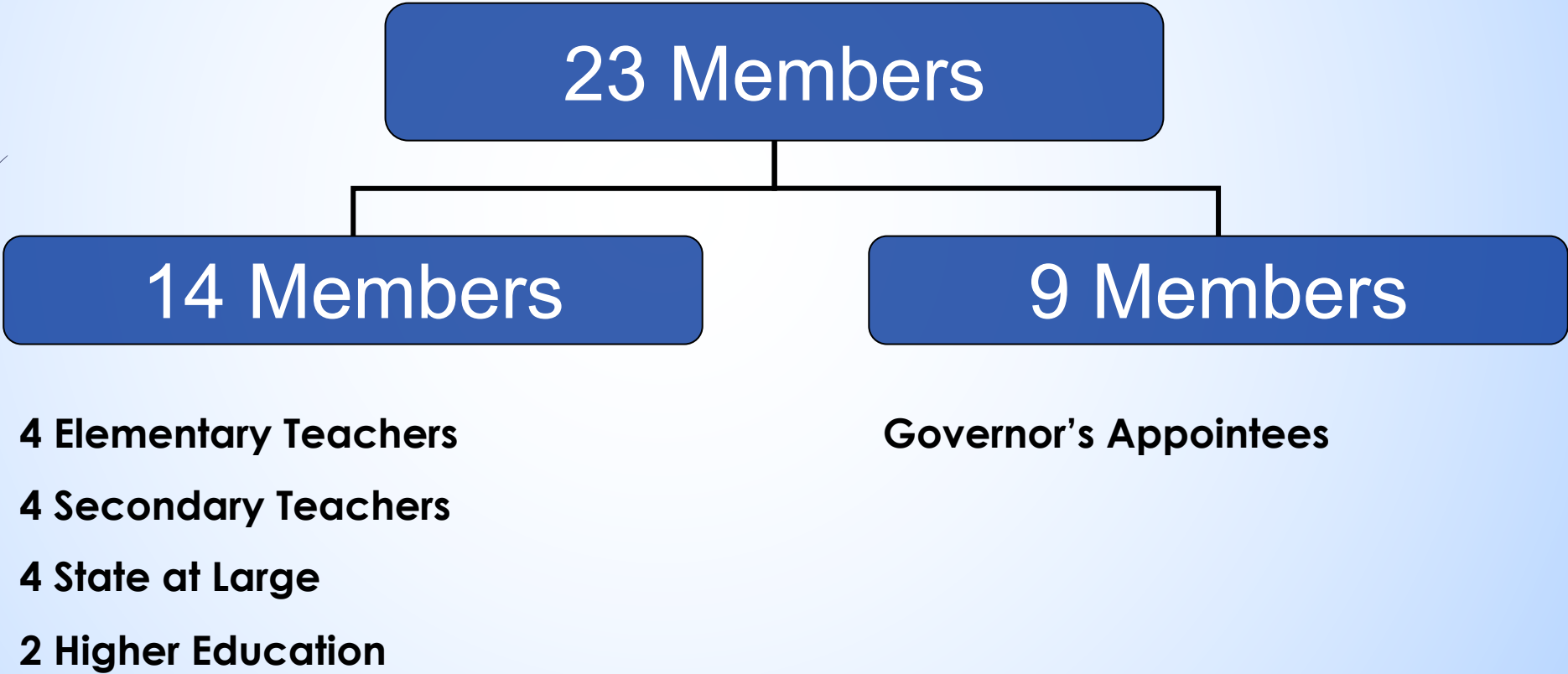
*Clusters: Agriculture, Food and Natural Resources; Law, Public Safety, Corrections, and Security;
Science, Technology, Engineering, and Mathematics (STEM)*

Jennifer Crutchfield, Co-Secretary
Alabama State Textbook Committee

Carolyn Jones
Alabama State Textbook Administrator

State Textbook Committee Composition

§ 16-36-60 (b)




State Textbook Committee Members

- Emily Dent Secondary Mobile County District I
- Amy Garrett Elementary Pike County District II
- Joah Wilson Elementary Russell County District III
- Glenn Bruce Secondary Marshall County District IV
- Amanda Haynes Elementary Madison City District V
- Amy Sumner Elementary Shelby County District VI
- Clarence Latner Secondary Tuscaloosa City District VII
- Rebecca Balkcom Secondary Auburn City State-wide
- Ryan McNaughton Teacher Butler County State-at-large
- Virginia Gaberlavage Teacher Opelika City State-at-large
- Joe Hart Teacher Russell County State-at-large
- Bradley Newton Administrator Limestone County State-at-large
- Bill Wills Assistant Professor Auburn University Post Secondary
- Shannon Bland Assistant Professor Troy University Post Secondary


Additional State Textbook Committee Members

- Joshua Williams Secondary Alexander City District III
- Jennifer Crutchfield Secondary Tuscaloosa County District IV
- Robert Vinzant Administrator Lawrence County District IV
- William Ray Secondary Shelby County District VI
- Carl Hughes Secondary Tuscaloosa City District VII
- Elizabeth Anderton Secondary Baldwin County District I
- Jamie Rich Secondary Pike County District II
- Laura Bailey Administrator Auburn City District III
- Tim Walker Secondary Eufaula City District II
- Jessye Gaines Secondary Madison City District V
- Kristin Black Secondary Athens City District V
- Beth Kennedy Administrator Jasper City District IV
- Erin Gray Secondary Limestone County District V
- Brooke Elliott-Elrod Secondary Chilton County District VI
- Curtis Daniels Secondary Montgomery County District II
- Martin Killion Secondary Marshall County District IV

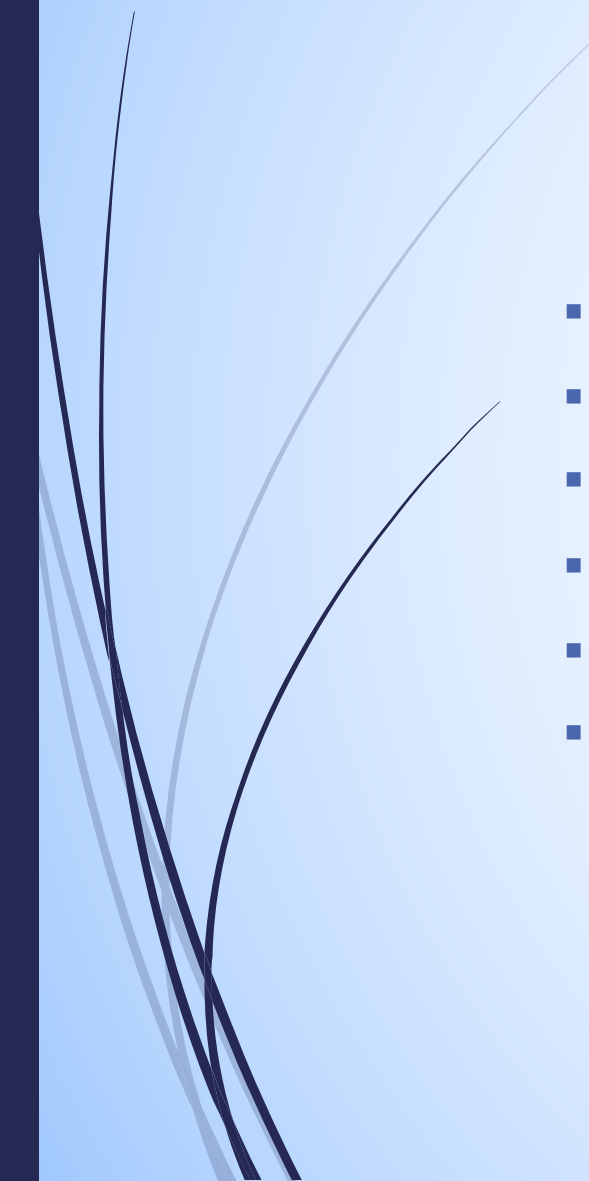



State Textbook Committee Members Governor's Appointees

- Crystal Boykin
- Josh Duplantis
- Kimberly Gates
- Gail Holley
- Russell Johnson
- Donnie Jones
- Katanga Mantas
- Tawanna Robinson
- Amy Sumner



Steps In the State Textbook Adoption Process

- Revision of the Career and Technical Education Courses of Study
 - Publishers are sent an RFB (request for bids)
 - Appointment of State Textbook Committee
 - Textbooks reviewed
 - Public input solicited (during & after reviews)
 - Committee recommendations to State Board
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Publishing Companies Completing the Bid Packet for Career and Technical Education Textbooks and Resources

- Cengage Learning, Inc.
 - McGraw Hill, LLC
 - Savvas Learning Company, LLC
 - The Goodheart-Wilcox Company
 - CEV Multimedia. Ltd
 - eDynamic Learning
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Career and Technical Education Review Tool

ALABAMA STATE DEPARTMENT OF EDUCATION
GRADES 6-12 Career and Technical Education/Work Force Development

Publisher _____ Textbook/Series Title _____

Area Evaluated _____ Name of Evaluator _____ Date _____

Areas: (1) Agriculture, Food and Natural Resources, (2) Law, Public Safety, Corrections, and Security, (3) Science, Technology, Engineering, and Mathematics (STEM).

Directions: Complete one form for each textbook series you evaluate. In your evaluation, you are asked to consider the materials according to the criteria below. First, take each individual criterion and rate the material using the following standard: 1 (Inadequate), 2 (Meets), and 3 (Exceeds). Use the comment section at the end to give the reasons for your ratings, citing pages whenever possible.

CRITERIA

A. Objectives:	Inadequate	Meets	Exceeds
Objectives are aligned with the Career and Technical Education/Workforce Development content standards.			
The scope and sequence of the standards-based content is well organized and comprehensive.			
The objectives covered require the students to use higher level cognitive skills (analysis, synthesis, evaluations, etc.).			
Instructional plans and teaching suggestions provide for efficient adaptation of materials for a variety of performance skill levels and learning styles.			
Material is relevant to CTE/WFD areas and appropriate for the grade level.			
Objectives integrate relevant performance, creative, and evaluating processes as they relate to the study of all aspects of the CTE/WFD areas.			
Supplemental materials are available and are of quality composition.			
B. Content	Inadequate	Meets	Exceeds
The subject matter is relevant to students' needs, interests, and abilities.			
The content incorporates and supports current performance and research-based practices.			
The teacher's guide provides opportunities for differentiation.			
The text and/or material fosters an integrated approach where concepts and skills are taught in tandem.			
The text and/or material allows students to progress from mastery of basic CTE/WFD concepts and skills, to application in a proficiency-based manner.			
The text and/or material effectively integrates a wide variety of CTE/WFD techniques and genres.			
The text and/or material effectively integrates technology.			
All materials develop student vocabulary and background knowledge.			
Activities apply to diverse student abilities, interests and learning styles.			
Activities include guiding questions which encourage the development of higher-level thinking and performance skills.			
Subject matter covers a spectrum of accomplishments and contributions by all sexes, races and physical conditions.			
Students of both sexes and various cultures and physical conditions will be able to use the materials without feeling excluded, estranged, or diminished.			
The resources/materials use references and timelines that feature events from various parts of the world and a variety of time periods and cultures.			
The text and/or material makes connections to other content areas.			
The textbook/learning resource aligns to End of Pathway Assessment and preparation for students as Pathway Completers.			

The textbook/resources/materials include leadership skills that relate to Career Technical Student Organizations (CTSO) activities, support, and development.			
The textbook/learning resource incorporates numeracy and literacy standards into the content?			
The text/learning resource incorporate career exploration into the content?			
The text/learning resource incorporates essential, soft, and workplace skills as a component of its deliverables.			

C. Organization	Inadequate	Meets	Exceeds
The scope and sequence of the standards-based content is well-organized and comprehensive.			
The text and/or material provides opportunities for direct instruction, as well as guided and independent practice.			
All components are clear, accurate, and appropriate.			
The layout is consistent, clear and understandable with chapters arranged logically.			
Reading level and CTE/WFD activities are appropriate for age/grade.			
Chapters contain clear and comprehensive introductions and summaries.			
Format is appealing and interesting for level of learner/grade level.			
Student text provides a useful table of contents, glossary and index.			
Student text contains references, bibliography and resources.			
Textbook provides a separate teacher edition with resource package.			
Teacher's edition is comprehensive, organized and easy to use.			
Teacher's edition references are readily available to the specific strategies and skills addressed in each activity.			
Non-text content (performance clips, images, maps, graphs, pictures) are accurate and well integrated into the text.			
Construction of text appears durable and able to withstand normal use.			
Supplementary materials listed below are well organized, of high quality, and are useful in enhancing instruction (rate all that apply):			
On-line access to textbook, student materials, resources, etc.			
Videos, Workbooks, Manipulatives, Prepared Kits			
Assessment Materials			
Software (CD-ROMs, DVDs, USB Flash drives, etc.)			
D. Does the learning resource provide online or virtual supports and supplements?	YES	NO	

E. Overall Evaluation	Inadequate	Meets	Exceeds
How do you rate these materials overall?			

COMMENTS	
STRENGTHS	WEAKNESSES

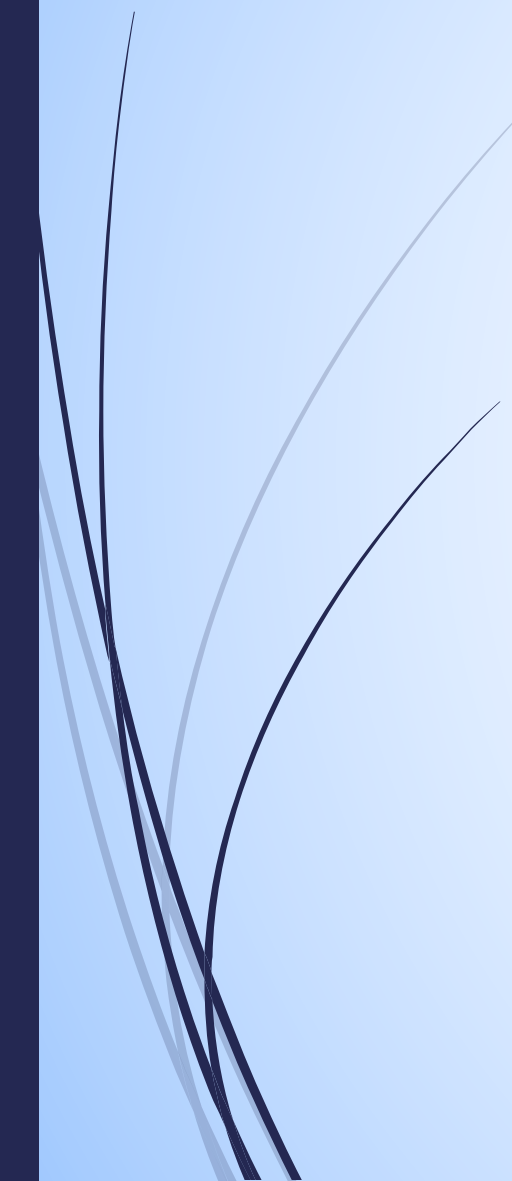
Textbook Review Qualifier

Alabama Career and Technical Education Materials Scoring Qualifier

Level Three (3)	Exceeds Criteria	Resource addresses all established criteria, exceeding expectations of supporting students in learning the skills and knowledge necessary to be college or career ready graduates
Level Two (2)	Meets Criteria	Resource addresses all established criteria, supporting students in learning the skills and knowledge necessary to be college or career ready graduates
Level One (1)	Inadequate	Resource did not address established criteria or poorly addressed established criteria. Materials did not support students in learning the skills and knowledge necessary to be college or career ready graduates.



The Textbook Adoption Review Process

- Textbook Committee Organizational Meeting **(September 22, 2020)**
 - Oath of Office
 - State Textbook Law Overview
 - Duties of State Textbook Committee
 - Career and Technical Education Courses of Study Overview
 - Textbook Committee Organization
 - Chairperson
 - Secretary
 - Sub-Committee Assignments
 - Publishers Presentations **(September 23-25, 2020)**
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The Textbook Adoption Review Process continued.....

- Official Committee Review Sessions (**October 6-8, 2020**)
- Official Committee Review Sessions (**October 19-21, 2020**)
- Official Final Committee Review Session (**November 5, 2020**)
- Extended Committee Review Session (**November 30 – December 31, 2020**)
- 30 – Day Public Input Period for Committee Begins (**January 5, 2021**)
 - Press Release Sent with Link for Online Submissions
- Public Input Period for Committee Ends (online submissions) (**February 5, 2021**)
- State Board Receives Textbook Recommendations (**March 11, 2021**)
- Public Examination Period Begins (**March 26, 2021**)
 - Press Release Sent with Library Site Locations and link to recommended materials
- State Board Presentation: Overview & Recommendations (**April 8, 2021**)
- Public Input and Official Textbook Adoption (**May 13, 2021**)

Textbook Materials Review Results

CAREER TECHNICAL EDUCATION TEXTBOOK MATERIALS REVIEW 2020-21

(Agriculture, Food and Natural Resources; Law, Public Safety, Corrections, and Security; Science, Technology, Engineering, and Mathematics-STEM)

Exceeds Criteria	3.00 (recommended to Board for approval)
Meets Criteria	2.00 – 2.99 (recommended to Board for approval)
Inadequate Criteria	1.00 – 1.99 (recommended to Board for rejection)
Supplements	Recommended for Board approval

Grade Level/Subject Area	Textbook Title/Series	Publisher	Reviewer One Evaluative Scores	Reviewer Two Evaluative Scores	Overall Review Evaluative Score	Supplemental	Textbook Committee Comments
<i>Agriculture, Food, and Natural Resources</i>	Principles of Resource Systems	Boyd Publishers	2.22	2.04	2.13	No	<ul style="list-style-type: none"> Standards are aligned with ACOS. Online option is easy to use.
	The Principles of Agriculture	Stevens Publishers	2.12	1.95	2.03	No	<ul style="list-style-type: none"> Needs additional supplemental materials. No online option

Questions or Comments!

