

Course: 5998 Textbook: DHO: Health Science Publisher: Cengage ISBN: 97813059992016

Criteria: Curriculum					
1 = Unacceptable; 2 = Unsatisfactory; 3 = Satisfactory; 4 = Outstanding	1	2	3	4	Evidence
The program is closely aligned with the CTE Standards.				x	Standards are clearly aligned and follow along almost verbatim
Standards and learning targets are clearly defined in each lesson.			x		Each chapter contains learning targets, but fails to show correlation between TN standard and learning target. This would be up to instructor to cross-correlate within lessons.
The content is carefully sequenced to maximize deep learning.				x	Information builds on previously gained knowledge. Example: career skill sections utilize information on A&P, infection control, communication skills, etc.
Lessons are made up of engaging activities and tasks that are rigorous and worthwhile, providing multiple entry points for all students.				x	Lessons and activities are engaging and provide step-by-step skill integration.
There is a balance of conceptual understanding, skill, application, and opportunity for reflection.			x		Reflections in the textbook are limited to review type only.
The text is engaging with effective use of primary sources and/or meaningful connections.				x	The textbook utilizes a variety of real-world examples.
Score for Curriculum 22					

Additional Comments:

Criteria: Instruction					
1 = Unacceptable; 2 = Unsatisfactory; 3 = Satisfactory; 4 = Outstanding	1	2	3	4	Evidence
Instruction is balanced among conceptual understanding, skill, and application,				x	Concepts are clearly stated, while the application of skills leads students through step-by-step.
Communication is a focus of the program- i.e. understanding is developed through classroom discourse, visuals and reading/writing.				x	Visuals and verbal language are appropriately balanced.
Lessons include questions that are aligned with standards and that encourage students to think deeply about a topic and defend their claims.				x	Critical thinking is encouraged and students are asked to defend stance on issues.
There is a range of support to accommodate the varying levels of students' abilities.				x	Within the Mind Tap ancillary student resource, students have access to narration, games, retakes of formative assessments, etc.
Instruction is presented to meet various learning styles of students.				x	Students learn through visual, kinetic, and verbal means.
There is an appropriate balance of depth and breadth of content coverage.				x	Information contains the appropriate "breadth" to engage and inform, but does not overwhelm.
Score for Instruction 24					

Additional Comments:

Criteria: Assessment					
1 = Unacceptable; 2 = Unsatisfactory; 3 = Satisfactory; 4 = Outstanding	1	2	3	4	Evidence
Assessment is aligned to the instruction.				x	Formative and summative assessment align to instruction.
Assessments reflect the rigor of the CTE assessments.				x	Assessments mirror the rigor set by industry standards in health care.
Ongoing/formative assessments are strategically placed within lessons and units to inform instruction.				x	Formative assessments are strategically placed in the Mind Tap student online edition, but not within the textbook itself.
Assessments are provided in a variety of formats and mimic the functions and formats (i.e. multiple choice, short answer, open-ended, technology enhanced).				x	There are a wide variety of assessments available.
Assessments are well organized and easy to use.				x	Organization is aligned within the units in a logical way.
Performance-based and Constructed Response assessments that allow students to apply concepts, skills, reasoning, and problem-solving are provided.				x	The performance and constructed response assessments utilize real world concepts and skills.
A test generator is available that allows teachers to generate tests and manage student data.				x	Yes, included with teacher resources.
Score for Assessment 28					

Additional Comments: