**PROCLAMATION 2024 INSTRUCTIONAL MATERIALS ADOPTION**

**SELECTION CRITERIA & RUBRIC**

**CAREER AND TECHNICAL EDUCATION**

| **PUBLISHER** |  |
| --- | --- |
| **PRODUCT TITLE** |  |
| **GRADE/COURSE** |  |
| **REVIEWER NAME** |  |
| **DATE** |  |

|  |
| --- |
| **DESCRIPTION** | **Meets Criteria** | **Does Not Meet Criteria** | **Comments/Examples** |
| *(CTE Department Level category)* |  |
| 100% of the English Language Proficiency Skills (ELPS) are addressed in each product  |  |  |  |
| Indicates where the required the College and Career Readiness Standards are addressed in each product  |  |  |  |
| Textbooks are available for multiple platforms such as computers, chromebooks, tablets,surface pros, smartphones, etc. |  |  |  |
| **ASSESSMENT** |  |
| Differentiated assessments are available to meet the needs of all students |  |  |  |
| Frequent opportunities are provided for pre-assessments and formative assessments throughout each chapter/unit |  |  |  |
| Provides various and multiple ways for students to check and demonstrate their own understanding |  |  |  |
| Assessments involve higher order thinking skills and questions show a variety of low, moderate, and high cognitive complexity |  |  |  |
| Assessments allow for a variety of formats such as observations, portfolios, reflections, journals, select response, text-based tasks, quizzes, projects, essays, performance checklist, etc. |  |  |  |
| Includes test preparation and practice resources that provides for individual student responses and data collection |  |  |  |
| Includes item bank and test generators that include dual coded questions assessing both process and content TEKS simultaneously |  |  |  |
| **CURRICULUM & INSTRUCTION** |  |
| Provides specific examples of how to approach key concepts/skills in the classroom |  |  |  |
| Provides resources for whole group, small group, and individualized instruction |  |  |  |
| Scaffolded support is evident throughout resource  |  |  |  |
| Exercises, tasks, activities are correlated, **real-world,**  relevant, and age appropriate for students and their interests and reflective |  |  |  |
| Provides specific resources, exercises, tasks, activities to support and/or meet the needs of:* Response to Intervention (RtI),
* differentiated instruction,
* 504 learners,
* Special Education learners,
* English Learners (EL), and
* Gifted and Talented learners.
 |  |  |  |
| Reading selections are provided at various reading levels  |  |  |  |
| **EQUITY & PRACTICALITY** |  |
| Represents cultural diversity |  |  |  |
| Includes exercises, tasks, activities, projects, and assessments that support differentiated instruction for all learning styles, multiple intelligences, educational backgrounds, ethnicities, and languages  |  |  |  |
| Includes instructional strategies for EL, Special Education, 504 and struggling students |  |  |  |
| Content is respectful of and representative of multicultural backgrounds and refrains from gender or income-related biases |  |  |  |
| **PLANNING & TEACHER RESOURCES** |  |
| Material includes suggestions for how to demonstrate or model skills or use of knowledge |  |  |  |
| Current effective research-based instructional practices and learning theories including the use of questioning, as well as current data and information sources  |  |  |  |
| Teachers can upload their own instructional materials (authentic texts, assessments, teacher created materials, edited lesson plans, etc.) and save for later use |  |  |  |
| Teacher edition provides suggestions for expanding vocabulary based on student interest and accuracy |  |  |  |
| Includes ideas for technology integration |  |  |  |
| Has a variety of discussion questions from various levels |  |  |  |
| Support for teachers to scaffold learning for students |  |  |  |
| **RESOURCE ORGANIZATION & LAYOUT** |  |
| Resource is versatile and can be used for the district-written curriculum to be followed (which may not align with the resource) |  |  |  |
| Chapters/units take students’ background and prior knowledge or experiences into consideration |  |  |  |
| Presented in an order that makes sense for instruction |  |  |  |
| **TECHNOLOGY** |  |
| Electronic products are web-based and include online instruction such as videos and links |  |  |  |
| Electronic products for student or teacher use can be downloaded for offline use |  |  |  |
| Students and teachers can access audio and video files from links within the online textbook |  |  |  |
| **CTE CONSIDERATIONS** |  |
| Includes instruction on Professional Standards (soft skills) |  |  |  |
| Provides guidance which allows student to apply the skill using relevant real-life and career scenarios  |  |  |  |