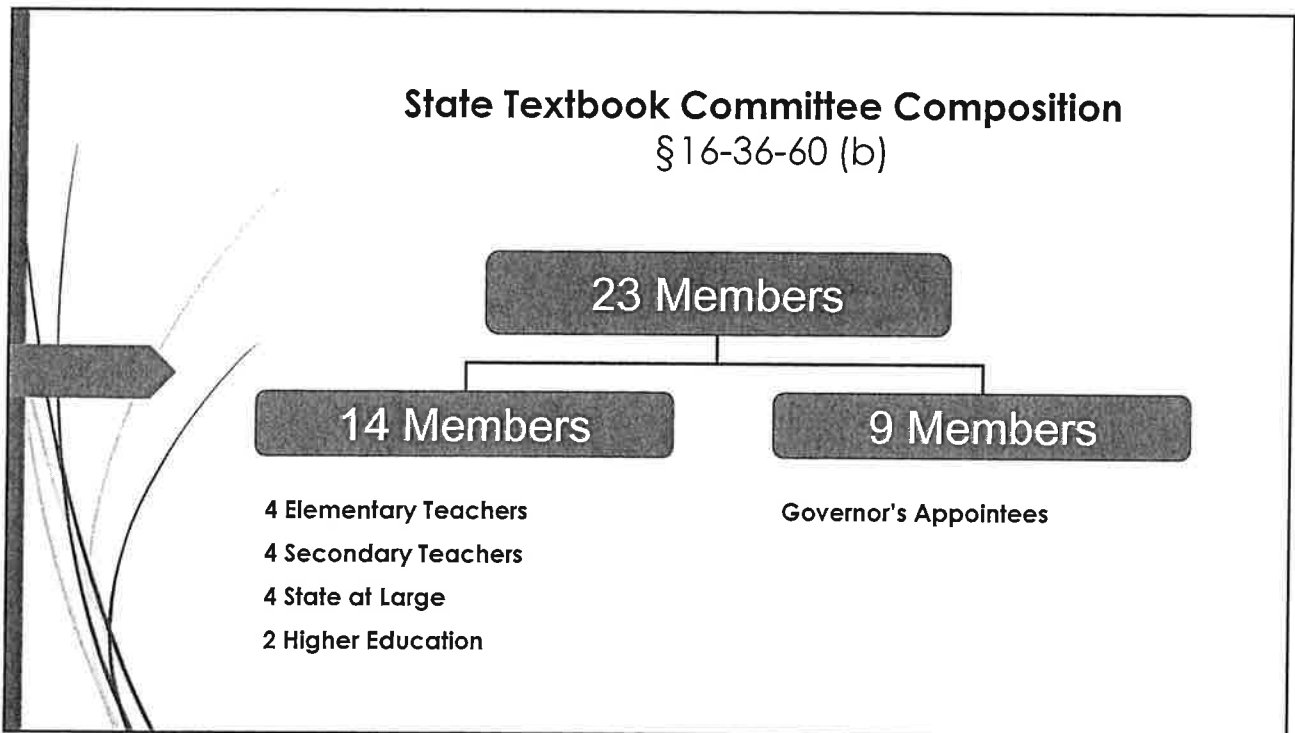



**Alabama State Textbook Adoption Process**  
for  
**Career and Technical Education**  
*(Business Management and Administration, Finance, Marketing, Manufacturing, and Work-based Learning)*  
&  
**English Language Arts**

Kevin Ballus, English Language Arts Chairperson  
Monique Lawrence, Career and Technical Education Chairperson  
Carolyn Jones, Alabama State Textbook Administrator

1




2



## State Textbook Committee Members Career and Technical Education

▪ Genniefer Young	Elementary	Conecuh County	District I
▪ Andre Hodges	Secondary	Barbour County	District II
▪ Peter Helms	Elementary	Russell County	District III
▪ Monique Lawrence	Secondary	Jasper City	District IV
▪ Gia Russell	Secondary	Athens City	District V
▪ Crystal Peden	Elementary	Birmingham City	District VI
▪ Cherlandra Holley	Elementary	Bessemer City	District VII
▪ Darian Simmons	Secondary	Talladega City	State-wide
▪ Natalie Strickland	Teacher	Etowah County	State-at-large
▪ Janice Drake	Administrator	Birmingham City	State-at-large
▪ Tiffany Stonecipher	Teacher	Muscle Shoals City	State-at-large
▪ Jordan Cain	Teacher	Jackson County	State-at-large
▪ Keli Smith	Lecturer	Auburn Montgomery University	Post Secondary
▪ Vacant	Professor		Post Secondary


3



## Additional State Textbook Committee Members for Career and Technical Education

▪ Colton Cureton	Secondary	Houston County	District II
▪ Senitha Barnett	Secondary	Muscle Shoals City	District IV
▪ Christopher Baker	Administrator	Russell County	District III
▪ Ronald Lane	Secondary	Selma City	District VII

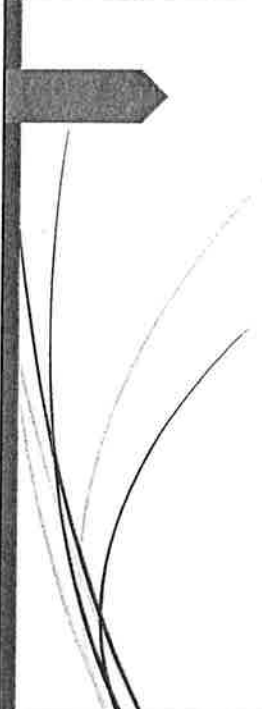
4



## State Textbook Committee Members Career and Technical Education Governor's Appointees

▪ Philip Box	District IV
▪ Carl Brady	District III
▪ Mittie Cannon	District VI
▪ Sherry DeLoach	District VII
▪ Jay Holcomb	District V
▪ Jim Manderson	District II
▪ Edwin Passmore	District VII
▪ Marita Watson	District III

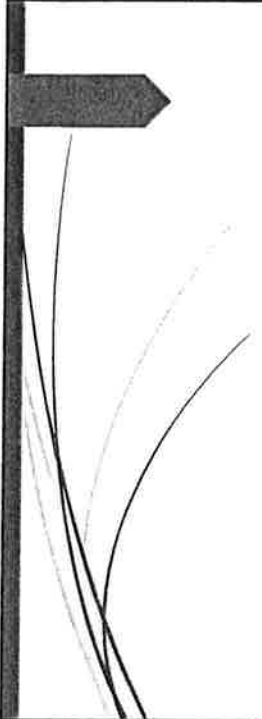
5



## State Textbook Committee Members English Language Arts

▪ Mandy Murphy	Elementary	Escambia County	District I
▪ Jennifer Withrow	Secondary	Covington County	District II
▪ Charissa Lambert	Secondary	Calhoun County	District III
▪ Cara Davis	Elementary	Boaz City	District IV
▪ Melissa Thompson	Elementary	Madison City	District V
▪ Amy Marchino	Secondary	Homewood City	District VI
▪ Karie Curry	Elementary	Tuscaloosa City	District VII
▪ Jeffrey Roberts	Secondary	Mountain Brook City	State-wide
▪ Janessa Williams	Teacher	Birmingham City	State-at-large
▪ Kimberly Alchison	Teacher	Dallas County	State-at-large
▪ Tiffany Dowling	Teacher	Enterprise City	State-at-large
▪ Melanie Powell Williams	Teacher	Elmore County	State-at-large
▪ Brooke Burks	Professor	Auburn Montgomery	Post Secondary
▪ Jessica Mitchell	Professor	University of North Alabama	Post Secondary

6



## Additional State Textbook Committee Members for English Language Arts

▪ Jennifer Allinder	Secondary	Shelby County	District VI
▪ Dana Betts	Elementary	Athens City	District V
▪ Jessica Byrd	Secondary	Butler County	District II
▪ Diondra Davenport	Secondary	Saint Clair County	District III
▪ Arlisa Felton	Secondary	Florence City	District IV
▪ Paige Freeman	Secondary	Jackson County	District V
▪ Angela Harbin	Elementary	Jasper City	District IV
▪ Kimberly Hargett	Elementary	Hartselle City	District V
▪ Dimple Patel	Secondary	Opelika City	District III
▪ Andrew Sivak	Elementary	Huntsville City	District V
▪ Andrew Smith	Secondary	Tarrant City	District VII
▪ Ashley Stapleton	Secondary	Etowah County	District IV
▪ Janessa Williams	Elementary	Birmingham City	District VI
▪ Kayse Fondren	Elementary	Cullman County	District IV

7



## State Textbook Committee Members English Language Arts Governor's Appointees

▪ Elizabeth Boykin	District V
▪ JaNay Dawson	District I
▪ Brenda Guilford	District II
▪ Cailin Kerch	District IV
▪ Marti Messick	District I
▪ Claudia Mitchell	District VII
▪ Monica Moon	District IV
▪ Gladys Schaefer	District VII
▪ Ann Siler	District IV
▪ Sandra Tuck	District III

8



## Steps In the State Textbook Adoption Process

- Revision of the Career and Technical Education Courses of Study (CTE).
- Revision of the English Language Arts Course of Study (ELA).
- Publishers are sent a request for bids (RFB) for CTE & ELA.
- Nominations are requested for the State Textbook Committees (CTE & ELA).
- Appointment of State Textbook Committees (CTE & ELA).
- Textbooks and supplemental materials are reviewed.
- Public input solicited (during & after reviews).
- Committee recommendations to State Board for approval or rejection.

9



## Publishing Companies Completing the Bid Process for Career and Technical Education Textbooks and Supplemental Resources

- Carnegie
- Cengage Learning, Inc.
- CEV Multimedia
- CompuScholar
- eDynamic Learning
- Houghton Mifflin
- McGraw Hill, LLC
- Savvas Learning Company, LLC
- The Goodheart-Wilcox Company

10



## Publishing Companies Completing the Bid Process for English Language Arts Textbooks and Supplemental Materials

- Amplify
- Carnegie
- Houghton Mifflin
- Learning without Tears
- Learning A-Z
- Lexia Learning PowerUp
- McGraw Hill, LLC
- Perfection Learning
- Sadlier
- Savvas Learning Company, LLC
- Universal
- Zaner-Bloser

11



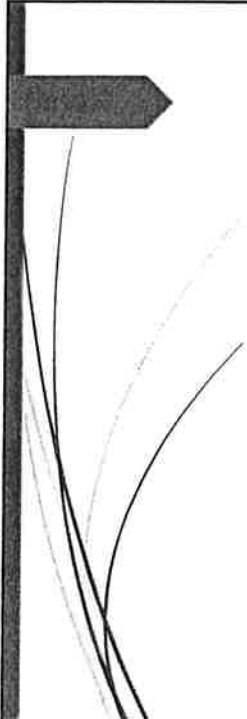
## Official Bid Categories for Publishers Defined

*For Career and Technical Education (CTE), a **comprehensive textbook/program** is defined as one that meets the standards outlined in the 2021 Alabama Courses of Study for Career and Technical Education Clusters Business Management and Administration, Finance, Marketing, Manufacturing, and Work-Based Learning*

*For English Language Arts (ELA), a **comprehensive textbook/program** is defined as one that meets the standards outlined in the 2021 Alabama Courses of Study English Language Arts.*

*For CTE and ELA, a **supplemental textbook/program** is used to support and extend the critical elements of a comprehensive textbook/program. A supplementary textbook/program is not sufficient to be used as the primary resource for a particular grade or course.*

12



## Career and Technical Education & English Language Arts Overall Textbooks/ Supplemental Materials Rating Score

Tier I, Exemplifies Quality	90% - 100%	Recommended for Board Approval
Tier II, Approaching Quality	80% - 89%	Recommended for Board Approval
Tier III, Not Representing Quality	79% and Below	Recommended for Board Rejection

13



## Guidelines for Review

- Review and document all evidence before deciding on ratings.
- Consider quantity as well as quality of evidence for each indicator.
- Consider evidence of high quality as well as evidence of low quality.
- Do not feel compelled to weight each indicator and criterion equally.
- Do not consider provided examples to be exhaustive or restrictive.
- If evidence is lacking for an indicator, flag it for further data collection.

14



## Sources of Evidence

- The product itself: unit and lesson plans, teacher guides, student resources, associated software, and other components.
- Other credible and comprehensive reviews of materials, such as those by [EdReports](#) and the [Louisiana Department of Education](#).
- Perceptual data, such as survey responses and focus group findings, from educators with experience using the product in schools.
- Information—such as product specifications and videos of teachers using the product—provided by its developers or publishers.
- Research findings that demonstrate that the materials have a positive impact on student learning.

15



## Definitions of Ratings

**4--Exceeds Expectations:**

All materials reviewed indicate high-quality; none indicate low quality.

**3--Meets Expectations:**

Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

**2--Partially Meets Expectations:**

Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

**1--Does Not Meet Expectations:**

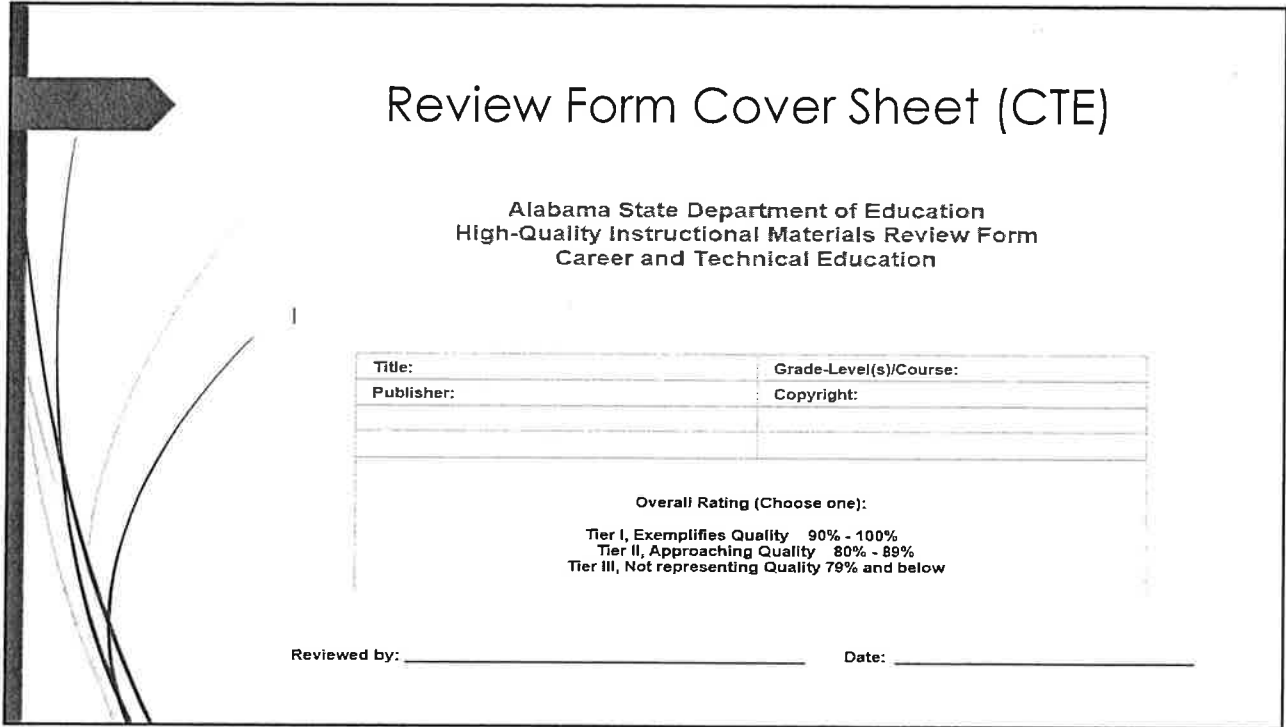
Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

**IE--Insufficient Evidence:**

More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

16





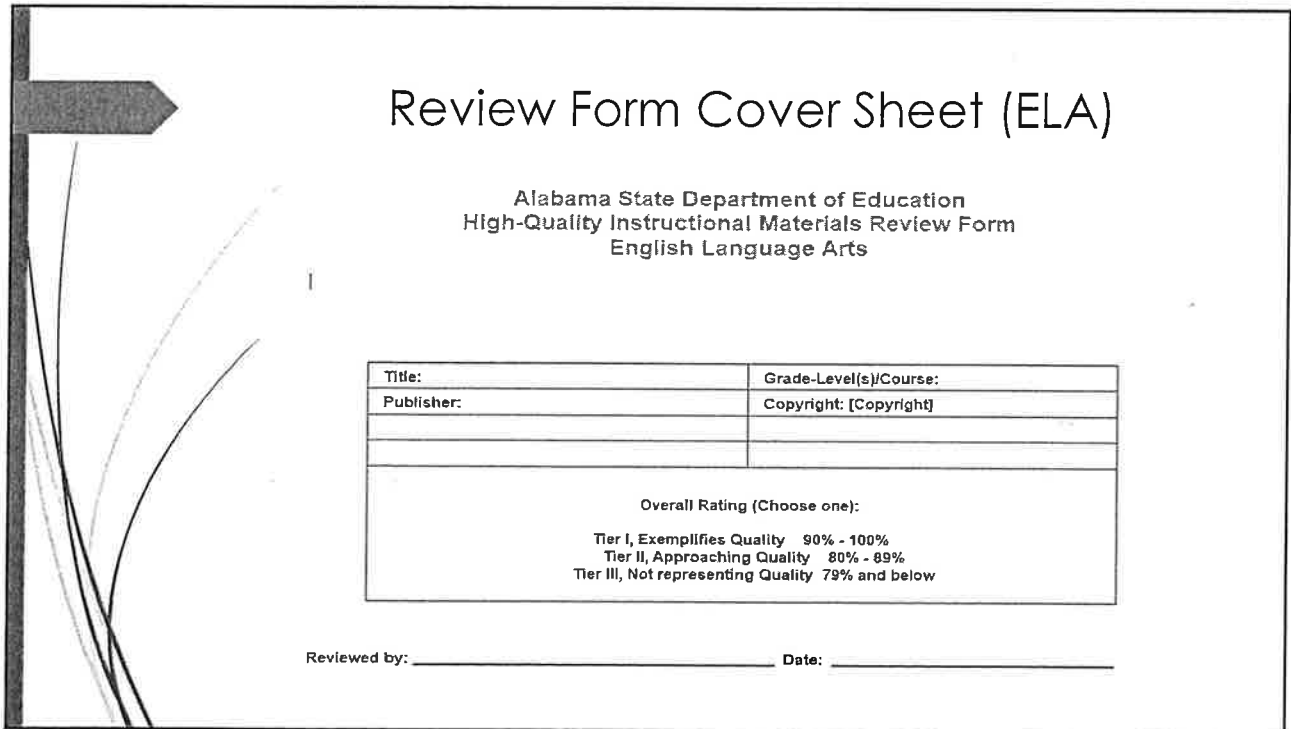
## Review Form Cover Sheet (CTE)

Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
Career and Technical Education

Title:	Grade-Level(s)/Course:
Publisher:	Copyright:
<p><b>Overall Rating (Choose one):</b></p> <p>Tier I, Exemplifies Quality 90% - 100%</p> <p>Tier II, Approaching Quality 80% - 89%</p> <p>Tier III, Not representing Quality 79% and below</p>	

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

17



## Review Form Cover Sheet (ELA)

Alabama State Department of Education  
High-Quality Instructional Materials Review Form  
English Language Arts

Title:	Grade-Level(s)/Course:
Publisher:	Copyright: [Copyright]
<p><b>Overall Rating (Choose one):</b></p> <p>Tier I, Exemplifies Quality 90% - 100%</p> <p>Tier II, Approaching Quality 80% - 89%</p> <p>Tier III, Not representing Quality 79% and below</p>	

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

18

## Textbook Committee Members Review Criteria

### *Guidelines for Review*

- Review and document all evidence before deciding on ratings.
- Consider quantity as well as quality of evidence for each indicator.
- Consider evidence of high quality as well as evidence of low quality.
- Do not feel compelled to weight each indicator and criterion equally.
- Do not consider provided examples to be exhaustive or restrictive.
- If evidence is lacking for an indicator, flag it for further data collection.

### *Sources of Evidence*

- The product itself: unit and lesson plans, teacher guides, student-facing resources, associated software, and other components
- Other credible and comprehensive reviews of materials, such as those by [EdReports](#) and the Louisiana Department of Education
- Perceptual data, such as survey responses and focus group findings, from educators with experience using the product in schools
- Information—such as product specifications and videos of teachers using the product—provided by its developers or publishers
- Research findings that demonstrate that the materials have a positive impact on student learning.

### *Definitions of Ratings*

#### **4—Exceeds Expectations:**

All materials reviewed indicate high-quality; none indicate low quality.

#### **3—Meets Expectations:**

Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

#### **2—Partially Meets Expectations:**

Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

#### **1—Does Not Meet Expectations:**

Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

#### **IE—Insufficient Evidence:**

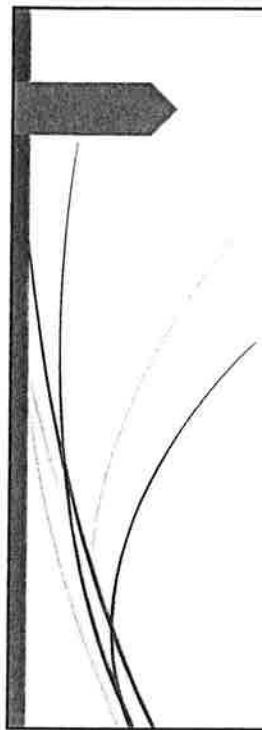
More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

19

## Components of the Textbook Review Form

- Section One: Non-negotiables
- Section Two: Alignment to Alabama Course of Study Standards
- Section Three: Classroom Application
- Section Four: Additional Criteria of Superior Quality
- Final Evaluation

20



## CTE and ELA Review Form Components

**SECTION 1: NON-NEGOTIABLES**  
Publishers must comply with all indicators below for participation in the review process.

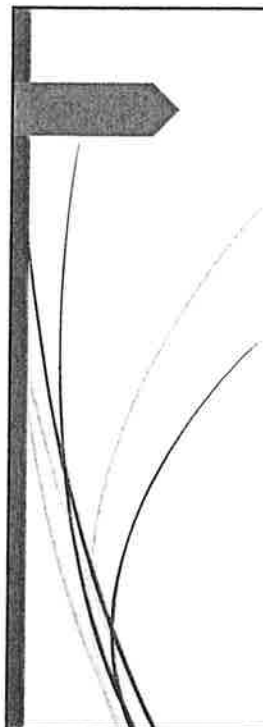
YES NO Instructional Material(s) are aligned to *Alabama Course of Study*: \_\_\_\_\_  
 YES NO Instructional Material(s) have a publication year of 2018 or later.  
 YES NO Instructional Material(s) are available for review online or in a digital format, when applicable.  
 YES NO Username(s) and password(s) are created and active for online access by reviewers and public throughout the entire state and local review process.

**SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS**

Number of Standards   
  Number of Standards Met   
  Percentage of Standards Met

*Note: The scoring rubric for specific subject area Courses of Study Standards will be an addendum for scoring purposes. Reviewers will use the results from the rubric to complete the information above. The percentage of standards met will be determined by dividing the number of standards met by the number of standards for the subject area.*

21



## CTE and ELA Review Form Components (Continued)

**SECTION 3: CLASSROOM APPLICATION**

220 Possible Points   
  Points Obtained   
  Percentage of Points Obtained

Directions for reviewers using this rubric:  
 Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of indicators met, divide total points obtained by 220 possible points.

4-Exceeds Expectations: All materials reviewed indicate high-quality; none indicate low quality.  
 3-Meets Expectations: Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.  
 2-Partially Meets Expectations: Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.  
 1-Does Not Meet Expectations: Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.  
 IE-Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "defaulting" to a rating of Partially Meets Expectations.

**Content**

Alignment with Curriculum		1	2	3	4	IE
1.	The content aligns with the standards for grade level and expected learning outcomes.					
2.	The content is written to the correct skill level of the standards in the course.					
3.	The materials are adaptable and useful for classroom instruction.					
Level of Treatment		1	2	3	4	IE
4.	The level of complexity is appropriate for instruction of the standard.					
5.	The content is developmentally appropriate for the age of the students, student ability and level of language acquisition.					

22

## CTE and ELA Review Form Components (Continued)

**SECTION 4: ADDITIONAL CRITERIA OF SUPERIOR QUALITY** *(may not apply for all subject areas)*

108 Possible Points    \_\_\_ Points Obtained    \_\_\_ Percentage of Points Obtained

*Directions for reviewers using this rubric:*  
 Indicate your findings based on the extent to which the criteria were met using 1-4 rating scale. Ratings are equivalent in point value. To determine the percentage of indicators met, divide total points obtained by 108 possible points.

4--Exceeds Expectations: All materials reviewed indicate high-quality; none indicate low quality.

3--Meets Expectations: Most or all evidence indicates high quality, little to none indicates low quality. Materials may not be perfect, but Alabama educators and students would be well served and strongly supported by them.

2--Partially Meets Expectations: Some evidence indicates high quality, while some indicates low quality. Alabama educators would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

1--Does Not Meet Expectations: Little to no evidence indicates high quality, most or all evidence indicates low quality. Materials would not substantively help Alabama educators and students meet the state's expectations for teaching and learning.

IE--Insufficient Evidence: More evidence is needed before a rating can be justified. If you are unsure about a rating because you lack relevant information, be sure to choose this option instead of "retreating" to a rating of Partially Meets Expectations.

Career and Technical Education / Workforce Development Content					
1. The text and/or material fosters an integrated approach where concepts and skills are taught in tandem.	1	2	3	4	IE
2. The content incorporates and supports current performance and research-based practices.	1	2	3	4	IE
3. The text and/or material effectively integrates a wide variety of CTE/WFD techniques and genres.	1	2	3	4	IE
4. Activities include guiding questions which encourage the development of higher-level thinking and performance skills.	1	2	3	4	IE
5. Activities include project-based learning opportunities relevant to the content standards.	1	2	3	4	IE

11

23

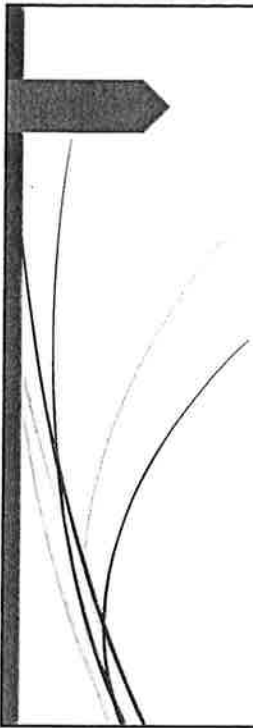
## CTE and ELA Review Form Components (Continued)

**FINAL EVALUATION**  
 Compile the results for Sections 2-4 to make a final recommendation for the instructional material(s) under review. To determine the total for the material scored, the reviewer will add the results of the sections and divide by 3. If there are no scores for Section 4, then the reviewer will divide the results by 2.

SECTION	SCORE	
SECTION 1: NON-NEGOTIABLES	YES	NO
SECTION 2: ALIGNMENT TO ALABAMA COURSE OF STUDY STANDARDS		
SECTION 3: CLASSROOM APPLICATION		
SECTION 4: ADDITIONAL CRITERIA OF SUPERIOR QUALITY		
TOTAL		
FINAL RECOMMENDATION FOR THE INSTRUCTIONAL MATERIAL(S): Choose one: Tier I, Exemplifies Quality 90% - 100% Tier II, Approaching Quality 80% - 89% Tier III, Not representing Quality 79% and below		

**Comments:**

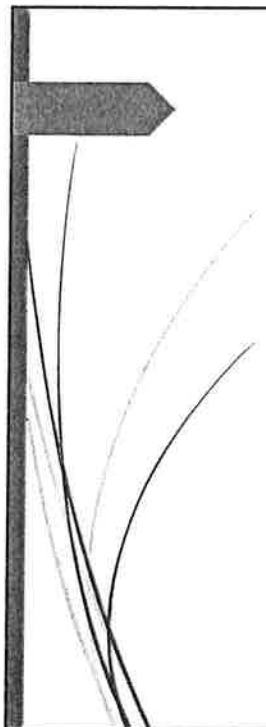
24



## The Textbook Adoption Review Process

- Textbook Committee Organizational Meeting (**September 13, 2021**)
  - Oath of Office
  - State Textbook Law Overview
  - Duties of State Textbook Committee
  - Career and Technical Education Courses of Study Overview
  - English Language Arts Course of Study Overview
  - Textbook Committee Organization
    - Chairperson
    - Secretary
    - Sub-Committee Assignments
- Publishers Presentations for CTE & ELA (**September 14-17, 2021**)

25



## The Textbook Adoption Review Process continued.....

- Official Committee Review Sessions (**September 28-30, 2021**)
- Official Committee Review Sessions (**October 12-14, 2021**)
- Official Final Committee Review Session (**October 25-27, 2021**)
- 30 – Day Public Input Period for Committee Begins (**October 6, 2021**)
  - Public Notice Press Release Advertised & Also Shared with Alabama PTA
- Public Input Period for Committee Ends (**November 6, 2021**)
- State Board Receives Textbook Recommendations (**December 9, 2021**)
- CTE & ELA Chairpersons Present Textbook Adoption Process Overview (**December 9, 2021**)
- Public Examination Period Begins of CTE and ELA Textbooks and Materials (**December 10, 2021**)
  - Press Release
- Public Input and Official Textbook Adoption (**January 13, 2022**)

26

# Sample Textbook Materials Review Results

## ENGLISH LANGUAGE ARTS TEXTBOOKS AND SUPPLEMENTAL MATERIALS REVIEW 2021-2022

Tier I, Exemplifies Quality	90% - 100%	Recommended for Board Approval
Tier II, Approaching Quality	80% - 89%	Recommended for Board Approval

Grade Level/Subject Area	Textbook Title/Series	Publisher	Reviewer One Score	Reviewer Two Score	Reviewer Three Score	Average Reviewer Score	Supplemental or Core	Textbook Committee Comments
Kindergarten	Reading for All	Jones Inc.	98%	98%	100%	99%	Comprehensive	Gradual release with increased rigor, decodable library, intervention component, diversity lesson cards.
	Handwriting Everyday	Ellis Learning	78%	78%	78%	78%	Supplemental	No significant review of strokes

27

# Questions or Comments!



28