



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

No

Comments: I feel like the Personal Development course has had this same textbook for many years. With this course containing many current issues, I would expect a textbook that quotes and uses more current and up to date information. There are many times that the book could add activities that add to the relevancy of the information and make the assignments and activities more meaningful to the students.

Notation: This book contains the same information that I have seen over and over. The book also contains extra material that most teachers never get to in this class. Because it is filled with unnecessary information then it doesn't have the room to expand on the information that needs more time and attention.

Material for Review

Course: Personal Development (8500430)

Title: Exploring Life and Career , Edition: 7th

Copyright: 2017

Author: Dunn-Strohecker, Tippet

Grade Level: 6 - 8

Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

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- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

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- Additional information regarding the Content, Presentation, and Learning requirements are located in the Career and Technical Education Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum 1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The content is consistent with the state standards. The material is age and grade appropriate. The material that is really covered by teachers in the classroom for this class is a small part of the book. More time needs to be spent on the curriculum and standards. There are more extra parts added that many Personal Development teachers don't even have time to cover.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material is easy for the students to read and understand.

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There is a lot of material in some chapters and not so much in others. The activities are not consistent with the amount of material. There are many examples of material that doesn't have corresponding activities to help the students learn. There needs to be more materials with the chapters that cover more material. The activities that are there are more basic and lower level.

B. Level of Treatment 4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material covers the topics well and have details. IThey need to take the information that teachers spend the most time on like the students, family, and friends and give more details. These chapters also need to be broken down into smaller texts that explore more information.

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The complexity level is appropriate for the age but they don't give enough details of certain chapters. The content needs more details to meet the standards.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material is easy to understand and students will be able to understand the material when covered.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The time period only allows for the standards in the Personal Development class. This material has a lot of other concepts and added material that teachers don't have time to teach. The material needs to eliminate the other aspects and concentrate on giving more information of the important content that matches the standards and curriculum.

C. Expertise for Content Development 8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are many sources cited that bring relevance and factual accuracy to the material.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Although the information is accurate and factual the material could be presented in a more interesting manner that students could internalize and make relevant in a way that would enhance their lives.

D. Accuracy of Content 10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material is correct and presented in an accurate manner.

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

Most of the material is objective. In the chapters talking about families there appears to be some discrepancy in what the actual definition of family is and what families are in today's society. I feel like some students that have anything other than a "normal" family will feel left out and not included.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The information presented in the text is good information that is mostly relevant. Some of the chapters could use more up to date information. All of the information presented in this course is current issues. If you have information that is current then I would expect more of the information quoted from media and current sources that the students see in the media and online.

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The information is accurate and correct.

- E. Currency of Content** 14. E. The content is up-to-date according to agriculture industry standards of practice.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are many up to date facts especially involving the nutrition chapter. But with a course that is so relevant especially in today's society, many more relevant and up to date facts could have been added or presented. This material is covered in the media almost daily and having the most up to date facts could enhance the meaning of the material.

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The curriculum is covered in this material on a basic level. They do provide the information that meets the standards and supports the curriculum.

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material presented is on the lowest and most basic level. If they would add the information that is in the media and up to date then the material would meet the curriculum in a more appropriate manner. This course especially should be meaningful to students in a way they can apply to their lives.

- F. Authenticity of Content** 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

This class is a perfect way to teach students life skills and lessons. If presented in a specific way this material could be so meaningful to students in a personal way. I don't feel like this book does a good job of bringing the material to the students in such a way that they will relate and internalize this.

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are a few interdisciplinary connections made in each chapter. The assessment part has connections with math, social studies, writing, etc... But this part is very small.

- G. Multicultural Representation** 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

For the most part the book follows the rules of being fair and unbiased. Pictures contain multi-cultural groups. But when talking about families they talk about marriage connecting family members. In this day and age marriage doesn't always connect a family. There were several examples given that don't fit into our generation of students.

- H. Humanity and Compassion** 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material is presented in a fair and compassionate manner. But in some areas there are times that more information or an expansion

of information would be more compassionate to students. When talking about families they define families as including marriage between a man and woman. In today's society there are many definitions of families and the students could be offended if this is presented to them as the only definition.

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material covered in this book is the basic information that has been presented to Personal Development teachers for years. This course is providing students with material that they should internalize and should enhance their lives. They should be getting up to date information and get it in a way that makes them want more and become life long learners. This material should enhance their lives with crucial information to help them through life. The material needs to be more up to date and relevant to help the teachers provide more extensions of information. To make the students want to learn more.

Presentation

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A. Comprehensiveness of Student and Teacher Resources 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

While there are several activities offered the teacher will still have to come up with corresponding activities. There is not enough activities to accompany the amount of material being covered.

B. Alignment of Instructional Components 2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material provided does align well with each other. The curriculum is covered by the material.

C. Organization of Instructional Materials 3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There is a lot of information covered in each chapter. The material would be better if broken up into smaller chapters. The material is divided into logical sections and follows a logical organizational manner.

D. Readability of Instructional Materials 4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The narrative is the same material and information that the Personal Development teachers have had for years. With a course that is up to date and so relevant, the material should be engaging and meaningful to students. This information could be more engaging and make students want to learn.

E. Pacing of Content5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The pace of the information is correct for the length of the course.

Accessibility6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material is easy to understand. The companion material makes it supportive for many students so that all can learn. The material is easily adaptable to all levels of learners.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material is presented on a basic level. There are many pages that are not engaging to students. The pictures are very well done but not on every page. The information is accurate but many of the pages are all writing and facts without enhancement. The material is presented in short sub chapters but doesn't have a lot of hands on activities that students need to internalize the material and make it relevant. The material and information could easily be made more individualized to the students but gives the teachers little guidance on how to do this.

Learning

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A. Motivational Strategies1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There is a lot of writing with few pictures and added features to maintain the learner's motivation.

B. Teaching a Few "Big Ideas"2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

This material is in the news and on the media all the time. There are many missed opportunities to present this material in a relevant way that students will be able to apply this information to their lives.

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT **GOOD ALIGNMENT** FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material is presented in a very straight forward manner. The outcomes of each chapter are clearly labeled and stated at the beginning of each chapter.

D. Guidance and Support4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The material is mostly presented at a lower level. The students get the material and the extra activities provide a lower level vocabulary support. There seems to be a lack of higher level thinking skills that students need to be more independent thinkers.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The activities and questions that are there could be modified to help with learning styles but no guidance is given to help teachers to modify.

E. Active Participation of Students6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

There are few activities that engage the students in active participation. This course lends itself to many active discussions and activities that would engage the students and make the material relevant. But these activities are not present in this material.

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are few extension activities that would help the students further the learning process. There are many possible up to date facts that could lead the students to meaningful application of the facts but those are not present either.

F. Targeted Instructional Strategies8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

There are low level activities like flash cards, matching games, vocabulary lessons, reading comprehension questions. All of these are lower level activities to learn the basic skills in this course.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

These strategies are again lower level strategies for basic learning. The teachers will have to come up with other strategies and activities to teach thinking skills and to integrate the learning into the student's lives.

G. Targeted Assessment Strategies10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The assessments consist of questions at the end of the chapter based on reading comprehension, vocabulary skills, and questions given based on a few higher level or integrated skills like math and reading. But there are only a few of the higher level interdisciplinary questions.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

Each section has reading comprehension questions that check for reading skills. But little else is there.

Universal Design for Learning12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT GOOD ALIGNMENT **FAIR ALIGNMENT** POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

The strategies and materials only teach to a lower level of comprehension. There is very little that will accommodate higher level or independent thinkers and questions that students can apply to their lives. This is not a good thing because the basis of this class is life skills that they can apply to their lives. The class should have many activities and strategies that you can apply to individual students lives.

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in

the Learning section.)

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT **POOR ALIGNMENT** VERY POOR/NO ALIGNMENT

Justification:

I feel a class like Personal Development is so important to teach life skills to students. The book includes a lot of extra material that is not crucial to the class and doesn't meet the standards. The material seems to teach and assess at a lower level and not a higher level. The student's need more activities that will allow them to apply the information to their lives and integrate the information.

If you have questions contact Office of Instructional Materials, imstaff@fldoe.org or 850-245-0425

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