

Instructional Resource Name: 911 Emergency Telecommunications

Publisher: 911 Career Training

Date Reviewed: August 27, 2020

Organization

- Material provides a useful table of contents, glossary, supplemental pages, and index.
- Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.
- Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.
- Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards.
- Vocabulary is specialized (language carefully considered and evolves across grade levels).
- Size and format of print is appropriate.
- Format is visually appealing and interesting.
- Material provides assessment type questions and/or performance-based tasks.
- Electronic and interactive format available.

Content

- Materials focus on the knowledge, skills, and abilities (KSA's) appropriate to the grade level.
- Real-world applications are relevant to the students.
- Information and directions are clearly written and explained.
- Tasks are aligned to the Nevada Academic Content Standards and Literacy Standards.
- Lessons/tasks are interdisciplinary when appropriate.
- Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material.
- Tasks apply to the diversity of students and their abilities, interests and learning styles.
- Questions and tasks encourage the development and application of higher-level thinking skills.
- Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.
- Teacher edition includes formative assessment/evaluation tools processes.
- Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.
- Tasks have a purpose, aligned to a skill or concept at grade level.
- Material includes application of skills and concepts at grade level.
- The material is focused on the major ideas at that grade level.
- Content includes 21st Century skill development such as collaboration, creative thinking, and problem solving.

Inclusion

- Material reflects a variety of ways to differentiate instruction and model content to support all learners.
- Material reflects sensitivity with regard to gender, race/ethnicity, religion, socioeconomic status, intellectual, and physical abilities.
- Material is available for students with visual impairments via a NIMAS file on the NIMAC system.

Alignment

- Material content aligns to district/organization curriculum.
- Material content aligns with college and career readiness skills (Nevada Academic Content Standards and Literacy Standards).
- Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards/Literacy Standards and statewide assessments.

Concerns

- Material includes access to a multilingual glossary.
- Information is accurate, current, and research-based.
- Material provides resources for students with disabilities and English Language Learners aligned to grade level content.

Instructional Material Evaluation Rubric Form

CTE Program of Study

Instructional materials are designed for use by students and teachers as a learning resource for students to acquire essential knowledge, skills, abilities, and dispositions. This includes print and non-print materials, including comprehensive/core textbooks, and web-based or electronic textbooks.

Title: 911 Emergency Communications

Author(s): Pivetta

Publisher(s): 911 Career Training.com

Copyright Date: 2009

Subject/Grade Level: 9-12

Student ISBN: 1-882960-33-5

Teacher Edition ISBN: 1-882960-33-5-TE

Instructions: Use the tables below to determine if the Textbook or Instructional material meets each criterion.

Organization

Criteria	2 Meets	1 Inadequate	Comments
1. Material provides a useful table of contents, glossary, supplemental pages, and index.	2		
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.	2		
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.	2		
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards.	2		
5. Information is accurate, current, and research based.		1	Need more research
6. Vocabulary is specialized (language carefully considered and evolves across grade levels).	2		
7. Size and format of print is appropriate.	2		
8. Format is visually appealing and interesting.	2		
9. Material provides assessment type questions and/or performance-based tasks.	1		
10. Electronic and interactive format available.	2		
Other:			
Total Organization:	18		

Content

Criteria	2 Meets	1 Inadequate	Comments
11. Materials focus on the knowledge, skills, and abilities (KSA's) appropriate to the grade level.	2		
12. Real-world applications are relevant to the students.	2		
13. Information and directions are clearly written and explained.	2		
14. Tasks are aligned to the Nevada Academic Content Standards and Literacy Standards.	2		
15. Lessons/tasks are interdisciplinary when appropriate.	2		
16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well-integrated into the instructional material.		1	
17. Tasks apply to the diversity of students and their abilities, interests and learning styles.	2		
18. Questions and tasks encourage the development and application of higher-level thinking skills.	2		
19. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.	2		
20. Teacher edition includes formative assessment/evaluation tools processes.		1	Very simple
21. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.	2		
22. Tasks have a purpose, aligned to a skill or concept at grade level.	2		
23. Material includes application of skills and concepts at grade level.	2		
24. The material is focused on the major ideas at that grade level.	2		
25. Content includes 21 st Century skill development such as collaboration, creative thinking, and problem solving.	2		
Other:			
Total Content Criteria:	29		

Inclusion

Criteria	2 Meets	1 Inadequate	Comments
26. Material reflects a variety of ways to differentiate instruction and model content to support all learners.	2		
27. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.	2		
28. Material includes access to a multilingual glossary.	2		
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.		1	Hard to find
30. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.	2		
Other:			
Total Inclusion Criteria:	9		

Alignment

Criteria	2 Meets	1 Inadequate	Comments
31. Material content aligns to district/organization curriculum.	2		
32. Material content aligns with college and career readiness skills (Nevada Academic Content Standards and Literacy Standards).		1	
33. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards/ Literacy Standards and statewide assessments.	2		
Other:			
Total Alignment Criteria:	5		

61

Total Score for Textbook or Instructional Material: _____

Shannon Kelly Smith, CCSD 8-27-2020

Signature Reviewer: _____ Date: _____

(Entering your name above will be accepted as a signature)

Please save as "TextbookName-ReviewerInitials-MM.DD.YY" and email to rhunewill@doe.nv.gov, or use the submit button to open your email application with file attached (pdf only). Questions? Contact Randi Hunewill at the email address above or (775) 687-7284.

Thank you!

SUBMIT

Instructional Material Evaluation Rubric Form

CTE Program of Study

Instructional materials are designed for use by students and teachers as a learning resource for students to acquire essential knowledge, skills, abilities, and dispositions. This includes print and non-print materials, including comprehensive/core textbooks, and web-based or electronic textbooks.

Title: *HANDBOOK FOR LEVEL 1 TELECOMMUNICATOR & TEACHER MANUAL*

Author(s): _____ Publisher(s): _____

Copyright Date: _____ Subject/Grade Level: _____

Student ISBN: _____

Teacher Edition ISBN: _____

Instructions: Use the tables below to determine if the Textbook or Instructional material meets each criterion.

Organization

Criteria	2 Meets	1 Inadequate	Comments
1. Material provides a useful table of contents, glossary, supplemental pages, and index.		X	<i>DID NOT SEE TABLE OF CONTENTS, INDEX, ETC.</i>
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.	X		
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.	X		
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards.	X		
5. Information is accurate, current, and research based.	X		
6. Vocabulary is specialized (language carefully considered and evolves across grade levels).	X		
7. Size and format of print is appropriate.	X		
8. Format is visually appealing and interesting.	X		
9. Material provides assessment type questions and/or performance-based tasks.	X		
10. Electronic and interactive format available.	X		
Other:			
Total Organization:	<i>18</i>	<i>1</i>	

Content

Criteria	2 Meets	1 Inadequate	Comments
11. Materials focus on the knowledge, skills, and abilities (KSA's) appropriate to the grade level.	X		
12. Real-world applications are relevant to the students.	X		
13. Information and directions are clearly written and explained.	X		
14. Tasks are aligned to the Nevada Academic Content Standards and Literacy Standards.	X		
15. Lessons/tasks are interdisciplinary when appropriate.	X		
16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well-integrated into the instructional material.	X	E	D
17. Tasks apply to the diversity of students and their abilities, interests and learning styles.	X		
18. Questions and tasks encourage the development and application of higher-level thinking skills.	X		
19. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.	X		
20. Teacher edition includes formative assessment/evaluation tools processes.	X		
21. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.	X		
22. Tasks have a purpose, aligned to a skill or concept at grade level.	X		
23. Material includes application of skills and concepts at grade level.	X		
24. The material is focused on the major ideas at that grade level.	X		
25. Content includes 21 st Century skill development such as collaboration, creative thinking, and problem solving.	X		
Other:			
Total Content Criteria:	30	0	

Inclusion

Criteria	2 Meets	1 Inadequate	Comments
26. Material reflects a variety of ways to differentiate instruction and model content to support all learners.	x		
27. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.	x		
28. Material includes access to a multilingual glossary.		x	UNK.
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.	x		
30. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.	x		
Other:			
Total Inclusion Criteria:	8	1	

Alignment

Criteria	2 Meets	1 Inadequate	Comments
31. Material content aligns to district/organization curriculum.	x		
32. Material content aligns with college and career readiness skills (Nevada Academic Content Standards and Literacy Standards).	x		
33. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards/ Literacy Standards and statewide assessments.	x		
Other:			
Total Alignment Criteria:	6	0	

Total Score for Textbook or Instructional Material: 64

Signature Reviewer: Rudiger A. Banta Date: 8/28/2020
(Entering your name above will be accepted as a signature)

Please save as "TextbookName-ReviewerInitials-MM.DD.YY" and email to rhunewill@doe.nv.gov, or use the submit button to open your email application with file attached (pdf only). Questions? Contact Randi Hunewill at the email address above or (775) 687-7284.

Thank you!

SUBMIT

Instructional Material Evaluation Rubric Form

CTE Program of Study

Instructional materials are designed for use by students and teachers as a learning resource for students to acquire essential knowledge, skills, abilities, and dispositions. This includes print and non-print materials, including comprehensive/core textbooks, and web-based or electronic textbooks.

Title:

Author(s):

Publisher(s):

Copyright Date:

Subject/Grade Level:

Student ISBN:

Teacher Edition ISBN:

Instructions: Use the tables below to determine if the Textbook or Instructional material meets each criterion.

Organization

Criteria	2 Meets	1 Inadequate	Comments
1. Material provides a useful table of contents, glossary, supplemental pages, and index.			
2. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.			
3. Teacher edition contains interesting introductions and a list of prerequisites skills for each chapter.			
4. Material contains examples, explanations, and/or online resources to the depth and breadth of the Nevada Academic Content Standards and Literacy Standards.			
5. Information is accurate, current, and research based.			
6. Vocabulary is specialized (language carefully considered and evolves across grade levels).			
7. Size and format of print is appropriate.			
8. Format is visually appealing and interesting.			
9. Material provides assessment type questions and/or performance-based tasks.			
10. Electronic and interactive format available.			
Other:			
Total Organization:			

Content

Criteria	2 Meets	1 Inadequate	Comments
11. Materials focus on the knowledge, skills, and abilities (KSA's) appropriate to the grade level.			
12. Real-world applications are relevant to the students.			
13. Information and directions are clearly written and explained.			
14. Tasks are aligned to the Nevada Academic Content Standards and Literacy Standards.			
15. Lessons/tasks are interdisciplinary when appropriate.			
16. Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well-integrated into the instructional material.			
17. Tasks apply to the diversity of students and their abilities, interests and learning styles.			
18. Questions and tasks encourage the development and application of higher-level thinking skills.			
19. Teacher edition includes questioning strategies and/or questions to check for understanding at all Depth of Knowledge (DOK) levels.			
20. Teacher edition includes formative assessment/evaluation tools processes.			
21. Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.			
22. Tasks have a purpose, aligned to a skill or concept at grade level.			
23. Material includes application of skills and concepts at grade level.			
24. The material is focused on the major ideas at that grade level.			
25. Content includes 21 st Century skill development such as collaboration, creative thinking, and problem solving.			
Other:			
Total Content Criteria:			

Inclusion

Criteria	2 Meets	1 Inadequate	Comments
26. Material reflects a variety of ways to differentiate instruction and model content to support all learners.			
27. Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.			
28. Material includes access to a multilingual glossary.			
29. Material provides resources for students with disabilities and English Language Learners aligned to grade level content.			
30. Material is available for students with visual impairments via a NIMAS file on the NIMAC system.			
Other:			
Total Inclusion Criteria:			

Alignment

Criteria	2 Meets	1 Inadequate	Comments
31. Material content aligns to district/organization curriculum.			
32. Material content aligns with college and career readiness skills (Nevada Academic Content Standards and Literacy Standards).			
33. Material is a useful resource in preparing students to meet the requirements of the Nevada Academic Content Standards/ Literacy Standards and statewide assessments.			
Other:			
Total Alignment Criteria:			

Total Score for Textbook or Instructional Material: _____

Signature Reviewer: _____ Date: _____

(Entering your name above will be accepted as a signature)

Please save as "TextbookName-ReviewerInitials-MM.DD.YY" and email to rhunewill@doe.nv.gov, or use the submit button to open your email application with file attached (pdf only). Questions? Contact Randi Hunewill at the email address above or (775) 687-7284.

Thank you!