



INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: I would definitely recommend this text for adoption. The content is far and beyond more comprehensive and much more reflective of the work expected in-field. This text will ensure that our Interior Design students are most certainly college and career ready.

Notation: Additional teacher supports may be needed in order for students to adapt to the increased rigor of this text.

Material for Review

Course: Interior Design Services (8506500)

Title: Interior Design , Edition: 1st

Copyright: 2016

Author: Clemons

Grade Level: 9 - 12

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

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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:

This text does a very thorough job of meeting the state's benchmarks in levels 2, 3, and 4, however, at level 1 there are significant fashion design and sewing benchmarks. This text does not address those benchmarks, nor should it.

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:

This text is written in a manner that will challenge and enhance students' tier 2 vocabulary, as well as their sophistication in reading, reasoning, and expressing their ideas. All are vital components of a college/career-ready experience.

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:

I would have liked more hands-on support materials, such as projects and rubrics, grids, templates, practice materials, note taking templates, etc.

- 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:

Excellent focus on Interior Design regarding the purpose of Interior Design: "to protect the health, safety, and well-being of the public." This is the first text that I have seen that makes this *very* clear, and repeats it several times to support the importance of the concept.

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:

As stated above I am very impressed with the sophistication of the writing. In my experience, exposing students to a higher level of challenge will assist the student in meeting the challenge, as long as appropriate supports are provided. I do feel that the LA standards within this content area are very well supported with this text.

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:

Tier 2 vocabulary is clearly in evidence. Students would require significant teacher support to attain the high level of comprehension. Within my school environment, that is a very positive aspect.

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:

From my personal perspective, yes. I see this text as one that will cover all four years of the course, thus I have the ability to spend more time chunking and scaffolding early content in order to support learning for my younger students. As the students progress to the higher levels of the Interior Design pathway, they would be more accustomed to the rigor of this text and able to move through more efficiently. This will most certainly prepare them well for the rigors of post-secondary learning. My goal isn't speed, it's effective instruction.

- 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:

To the best of my knowledge, citations are consistently attached to highly respected and well-known credentials.

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:

Designer Profiles, Case Studies, and Student Spotlight features help connect students both to the content and to the field of Interior Design.

- 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:

To the best of my knowledge.

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:

This text presents the material in an exceptionally professional manner, reflecting a level of sophistication found in the industry.

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:

In this area, the text is second to none. Material goes well beyond what other texts have presented to the students, and really gets to the crux of the industry. Excellent coverage is given to industry associations that are critical for aspiring Designers, as well as concepts, clearances, LEED, green design, CAD, and much, much more.

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:

To the best of my knowledge it is. I even learned a few things!

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:

Very much so.

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:

As previously stated, there are significant standards at level 1 related to sewing, commercial sewing processes, machines, and equipment. These standards do NOT play a role in the the Interior Design industry, and are thus not a part of this text. They shouldn't be a part of our standards.

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:

My students would find this text to be exciting and informative. The high level of information, as well as the sophisticated level of writing in this text would be extremely engaging to my students.

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 text is consistently outstanding in providing case studies, Professional Profiles, and Student Spotlights for the students to read. These features are a wonderful means for students to connect to this profession. Additional assignment challenges connecting students to prospective client needs are provided in the end-of-chapter activities.

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:

In addition to extensive literacy, LA, and analysis support, this text also incorporates science and math within the industry. Proxemics are a huge part of the human factor of Interior Design and are discussed and challenged in multiple locations. Students are also given math challenges through measurements, drafting, calculating square footage, clearances, and more.

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:

I have not seen any indication of anything inappropriate. This text is written with a level of sophistication that would model professionalism to my 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:

Really? No. There is no pornography in the Interior Design text, either hard-core or "soft". Issues of human needs with regard to barrier-free design, aging in place, and Americans with Disabilities Act code requirements are addressed in a manner to assist students in understanding that the first job of an Interior Designer is, "to protect the the health, safety, and well-being of the public," and to do so with compassion.

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:

Academic and Interior Design standards are extremely well covered, other than those standards that are sewing-related and not a part of Interior Design.

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:

The text provides a number of activities at the end of each chapter, however I would prefer a supplement with projects, organizers, and additional activities for the students. The provided online activities are redundant and overly simplistic.

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 text is the only substantial tool. The online component provides a single game and flashcards. There is no variety, there are no projects, there are no organizers. It's easy enough for a veteran teacher to work through the curriculum and establish supporting projects, but a newer teacher might benefit from additional and more substantial support materials.

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:

The text does include a variety of activities that are high quality and consistent from chapter to chapter. There is an opportunity for differentiation as well as variety for the students.

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:

Information provided in the text is very engaging for the students due to the professionalism and the sophistication of the material. Visuals are eye-catching and on target with the material.

E. Pacing of Content 5. 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:

This is very much the case with this text. Additionally, material is repeated and/or emphasized to establish its importance. As noted in a

prior section, additional scaffolding and chunking may be required to assist students in reaching deep understanding of the content, but these strategies support the growth and analysis as required within the LA portions of the frameworks.

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 text is truly outstanding, but the online resources, and the lack of support materials is disappointing. Online games and resources would make acceptable assistive supports, however, they are redundant and do not provide for variety to keep students engaged.

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:

Overall, this text is outstanding. The ancillaries are nice to have, but this text does provide both variety and differentiation within the activities provided in the end-of-chapter assessments.

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:

I felt that this text would be extremely engaging for my students. The Case Studies, Designer Profiles, Student Profiles, and relevance to what I am teaching will be very encouraging to my students. These special features, along with strong ties to professional and student organizations, would be very encouraging to my students as they pursue this career pathway.

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:

Although this is a very comprehensive text covering a lot of material, the format is such that the really important concepts within each chapter are pulled out and repeated, supporting the importance of the specific concept. That importance is spot on in terms of what I focus on in my instruction.

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:

Excellent clarity is provided within this text. Critical concepts are presented in a variety of formats to support their importance.

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:

Teacher support would be required due to the sophistication of the text and the extent of Tier 2 vocabulary. This is very easily managed through teacher instruction, scaffolding, chunking, and collaborative learning.

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:

As above, there would be significant interaction with the student necessary in order to ensure mastery.

E. Active Participation of Students 6. 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 substantial activities provided at the end of each chapter. I would have liked to see more ancillaries, including guided reading and "worksheet" style activities to assist students in learning, note taking, and mastery.

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:

The projects recommended are wonderful for the students, but, as above, in addition I would have preferred to see more ancillaries assignments.

F. Targeted Instructional Strategies 8. 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:

As stated prior, there would be significant instructional requirements from the teacher, however, with support, this text includes bonus features that are extremely encouraging to student learning. My students would find significant motivation from the spotlights and activities in this text. Unfortunately, there are not many ancillaries available. I would have preferred more guided reading and other activities for students to use as practice. The online resources are redundant and not really challenging enough for my students.

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:

The strategies included in this text will most certainly motivate my students to learn. This text includes topics and highlights that my students will definitely relate to. With that said, I would have preferred to see ancillaries with guided reading and other activities for my students. The flash cards and other online strategies are redundant.

G. Targeted Assessment Strategies 10. 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:

Materials and projects provided at the end of each chapter are wonderful and creative. I was not able to access the GW testmaker test bank to evaluate exam and test questions provided for this text.

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:

As above, I think the activities included in the text at each chapter are wonderful, but I would have liked to have a peak at the exam/test questions from the curriculum.

Universal Design for Learning 12. 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:

There is a tremendous amount of flexibility within the activities provided at the end of each chapter. Within these options, the needs of any students would be met.

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:

Yes. This is an outstanding text option for the Interior Design Pathway. It is my hope that over time, GW will add ancillaries, but the

projects and activities within the text are excellent. In my experience, the testbank questions are directly correlated with the text, and I would expect no different from this text. I would absolutely recommend this text to any Interior Design teacher. The other options available are at a very low level. The increased rigor of this text makes it much more appropriate for preparing our students to be college and career ready. There are many topics covered that are absolutely appropriate to the industry, but are significantly lacking from other competitive texts.

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

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