

2019 Instructional Material Summer Review Institute

Review Team Appraisal of Title

(9-12 Mathematics)

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the needs of their student populations.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

Text Title	Pathway 2 Careers Algebra I	Publisher	NS4ed
SE ISBN	2050000620101	TE ISBN	2052000620101
SW ISBN	N/A	Grade Level/Content	9-10 Algebra I

Core Material Designation (Core Material is - the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

Recommended X Recommended with Reservations _____ Not Recommended _____

Total Score

Reviewer #64	Reviewer #65	Reviewer #66	Average
<u>85.85%</u>	<u>92.88%</u>	<u>95.51%</u>	<u>91.42%</u>

Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Reviewer #64	Reviewer #65	Reviewer #66	Average
<u>84.98%</u>	<u>93.76%</u>	<u>96.37%</u>	<u>91.71%</u>

Materials align with grade level standards.

Statements of appraisal and supporting evidence:

Most standards are addressed, although there are some grade-level standards not present. Additionally, problems addressing conceptual understanding are not present in the same proportion as problems addressing procedural skill and application of knowledge. Standards are clearly outlined in the pacing guide and teacher's materials.

Materials align to standards of mathematical practice.

Statements of appraisal and supporting evidence:

These materials cover procedural and application problems to a higher degree than conceptual problems. All math practices are covered and have multiple problems/sections aligned to them.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

The materials contain many opportunities for students to apply what they are learning to contextual problems. There are also opportunities for procedural practice. Many of the Algebra I standards do not call for conceptual knowledge as a key feature, so it can be expected that problems addressing conceptual knowledge would be less prevalent. However, many of the standards that do call for conceptual knowledge are missing this critical piece.

Math Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the specific reviewed content area.

Reviewer #64	Reviewer #65	Reviewer #66	Average
<u>96.43%</u>	<u>100%</u>	<u>100%</u>	<u>98.81%</u>

Materials are consistent with grade level content, supporting the intent of the delivery and understanding of mathematics.

Statements of appraisal and supporting evidence:

The materials are consistent with grade-level Algebra I content. Students have many examples to view and follow the same lesson format every day, giving them the chance to develop routines in their learning and practice the math that they are learning until mastery. The mathematical practices are evident and materials have many formative checks for understanding built in.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

Every lesson follows the same basic format and includes many examples, guided problems, and practice problems. This allows for routine-building in the classroom and provides students with practice to master the course content. Students can interact with the optional career information to build more connections with real-world applications.

All Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Reviewer #64	Reviewer #65	Reviewer #66	Average
<u>86.25%</u>	<u>89.38%</u>	<u>92.5%</u>	<u>89.38%</u>

Materials are coherent and consistent with the high school standards which all students should study in order to be college and career ready.
<i>Statements of appraisal and supporting evidence:</i> These materials focus on the career- and college-ready standards as outlined by the CCSS Initiative for Mathematics. All standards are also vertically aligned with impending standards (whether later in Algebra I or later in high school) to ensure students are learning grade-level content that will be useful to them in the future. Materials do not include explanations of the standards written in “student language”.
Materials are well designed and take into account effective lesson structure and pacing.
<i>Statements of appraisal and supporting evidence:</i> All lessons follow the same format, allowing for less complicated teacher planning and classroom routine-building. Many lessons can be shortened as needed to allow for a change in pacing, although the parts of lessons that could be modified are not clearly outlined in any of the guiding documents.
Materials support teacher planning, learning, and understanding of the standards.
<i>Statements of appraisal and supporting evidence:</i> Teacher materials have adult-level explanations to ensure teachers understand common errors, misconceptions, and questions that may arise so that they can help students better reach mastery.
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<i>Statements of appraisal and supporting evidence:</i> Three assessments with automatic data collection are provided for teachers and provide information about student levels and needs. Formative assessment options are provided in teacher materials, as well as options for remediation, enhancement, and differentiation.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> Students spend most of the class time working on examples and practicing the skills they are learning to gain mastery of the key concepts of the course. Materials can be differentiated based on the different learning needs of students.
Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.
<i>Statements of appraisal and supporting evidence:</i> The digital materials can be accessed on any device using any browser. Opportunities for technology use are called out in both teacher and student materials. Tools are embedded in the online assignments, including a notepad, ruler, protractor, line-reader, etc.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> Lessons can be assigned to individual students. Teacher materials provide resources for helping students with diverse learning needs and backgrounds. However, translated materials are not offered.
Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

There are people from many different backgrounds pictured throughout the lessons in the career sections that preface each lesson, as well as in the contextual problems at the ends of all lessons. Teacher materials encourage teachers to have students discuss whether the people pictured match their preconceived notions of what a worker in that profession looks like. These two aspects—the diversity pictured and the student conversations based on individual background—address taking cultural perspectives into account. The material on its own, however, falls short in its accounting for cultural perspectives.

Reviewer Professional Summation - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #64 background and experience:

I am a high school math teacher with 10 years of high school math experience, including work as PLC leader of 3 content areas and with my district's CCSS transition team. This is my third time reviewing instructional materials for the NMPED.

Professional summary of material:

The use of application problems in this material stands out; students have many opportunities to apply their knowledge of the mathematical concepts they are learning to real-world problems. This title also adequately addresses procedural fluency. However, many standards that should focus on conceptual knowledge are not as robust. There is attention to rigor throughout the year and all of the mathematical practices are well represented. If students and teachers truly engage with the platform, the chance to attach the mathematical skills being taught and learned in the classroom to concrete life skills and careers will prove invaluable to current and future student engagement and success in mathematics. There is a wide range of life experiences featured and attention to the diversity of New Mexico is reflected.

The lessons are all organized similarly to allow for routine-building. They are also customizable so teachers can differentiate for the diverse learners in their classrooms. There is flexibility in assigning content online or as PDFs/printing PDFs, allowing for grading in the system itself or by hand/with comments via an LMS. The online assignment format with built-in tools is a new improvement and is very student-friendly and organized. The lessons have examples followed by targeted small group/pair/independent work. Each lesson includes a student edition and a teacher edition. Three assessments are provided online—one as a diagnostic, one as a midterm/winter EOC, and one as a final/spring EOC.

Reviewer #65 background and experience:

I have been in education for 22 years, teaching math and special education. I teach AP math and Computer Science. I have served as a curriculum coordinator in my district and math team leader. I have reviewed instructional material for the NMPED three times.

Professional summary of material:

This material is designed to support career readiness and provide a clear insight into regional, high-value career opportunities. It is aligned to the CCSS and aims to engage students' learning processes through application and problems. All Math Practices are represented throughout the lessons and address a high level of rigor. Diversity in education is addressed, creating relatability to New Mexico students.

Lessons are scaffolded and built upon a guide from K-12. The standards are intentional and strategically designed in a way that ensures natural progression and cohesion between previous math learning as well as between the lessons. The intent and structure of each of these lesson types are consistently maintained throughout the course. The material provides students with a foundation, as well as motivation, for successfully using mathematics.

Reviewer #66 background and experience:

I have been a mathematics teacher for 7 years at an alternative high school and have a Master's in Secondary Education, emphasis in Educational Technology. I have been a Reviewer of Record twice for the NMPED.

Professional summary of material:

The materials are structured logically and flow through the standards well. The layout is free from distractions. The career exploration aspects of the materials alongside the mathematics being taught is unique and engaged me as a teacher. The career exploration gives students examples of real-world jobs and experiences that reflect the work that they are learning and gives them possible career opportunities before they leave high school. All of the Mathematical Practices are included, along with the CCSS. The lessons circle back to the standards often and ensure that students receive the depth of knowledge they need within Algebra 1.

The materials for this course are all digital. There is no Teacher Edition that is in print, but access to all materials in multiple grade levels is available. The Teacher Edition provides many opportunities for mathematical discourse to happen and guidance on how to facilitate those conversations. There is a Teacher Materials section, providing teachers with an array of knowledge to better understand the materials and help them progress students' knowledge of Algebra 1. Overall, this material is successful in showcasing mathematics in many jobs and in turn engaging students with those job careers and mathematics.

2019 Instructional Material Summer Review Institute

Review Team Appraisal of Title

(9-12 Mathematics)

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the needs of their student populations.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

Text Title	Pathway 2 Careers Geometry	Publisher	NS4ed
SE ISBN	2050000720132	TE ISBN	2053000720132
SW ISBN	N/A	Grade Level/Content	9-12 Geometry

Core Material Designation (Core Material is - the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

Recommended _____ Recommended with Reservations X Not Recommended _____

Total Score

Reviewer #64	Reviewer #65	Reviewer #66	Average
<u>81.68%</u>	<u>89.25%</u>	<u>88.33%</u>	<u>86.42%</u>

Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Reviewer #64	Reviewer #65	Reviewer #66	Average
<u>79.64%</u>	<u>87.98%</u>	<u>88.35%</u>	<u>85%</u>

Materials align with grade level standards.

Statements of appraisal and supporting evidence:

Most of the standards are present within this title, but there are two standards that are not present in the materials. Although there were citations linking these standards to where they would be taught in Algebra 2, they are not available in any of the geometry materials.

Materials align to standards of mathematical practice.

Statements of appraisal and supporting evidence:

The mathematical standards are well represented within the materials. They are present in all four quarters of the materials.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

Conceptual understanding is lacking throughout the materials, especially within the first quarter. The other two aspects of rigor are well represented within the materials.

Math Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the specific reviewed content area.

Reviewer #64	Reviewer #65	Reviewer #66	Average
<u>92.86%</u>	<u>96.43%</u>	<u>89.29%</u>	<u>93%</u>

Materials are consistent with grade level content, supporting the intent of the delivery and understanding of mathematics.

Statements of appraisal and supporting evidence:

The materials flow and support the students in the learning of Geometry. The lessons are designed to re-introduce concepts as needed for fluency with the materials.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

The materials provide pre-requisite skills as needed throughout the materials where applicable. The lessons build on prior knowledge from previous lessons.

All Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Reviewer #64	Reviewer #65	Reviewer #66	Average
<u>85%</u>	<u>91.25%</u>	<u>88.13%</u>	<u>88%</u>

Materials are coherent and consistent with the high school standards which all students should study in order to be college and career ready.
<i>Statements of appraisal and supporting evidence:</i> The materials are missing some of the standards—they are not within the geometry materials, in the pacing guide or in assessments. The majority of the standards are covered, but they are not always presented in or used in assignment questions in a way that supports conceptual understanding.
Materials are well designed and take into account effective lesson structure and pacing.
<i>Statements of appraisal and supporting evidence:</i> The lessons are well designed and the structure of the lessons is not distracting to either the student or the teacher. The pacing guide details that the course can be completed anywhere from 125-188 days.
Materials support teacher planning, learning, and understanding of the standards.
<i>Statements of appraisal and supporting evidence:</i> Materials do not explicitly give teachers the higher order explanations of the materials to help support the teacher’s understanding of the course. The TE gives teachers support to help students with the materials throughout the entirety of the course.
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.
<i>Statements of appraisal and supporting evidence:</i> The Quantile Tool does not offer teachers a way to collect ongoing data effectively in order to support differentiation of student learnings. It does not give teachers ways to collect ongoing data effectively and be able to individualize the learning of students. The only collection of data happens three times within the course, and the teachers do not have input on the scoring of the materials.
Materials give all students extensive opportunities and support to explore key concepts.
<i>Statements of appraisal and supporting evidence:</i> The materials provide the teacher opportunities to extend concepts by having classroom discourse and looking into careers involving the mathematics learned in the materials. Students also have access to exploring career opportunities in a Values Matcher located on their home screen.
Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.
<i>Statements of appraisal and supporting evidence:</i> The materials are primarily available in digital format with printable PDFs, and the system requirements are able to be accessed by many browsers. The use of technology was just enough to give students the tools they need to construct geometric figures and be able to measure when applicable.
Materials can be easily customized for individual learners.
<i>Statements of appraisal and supporting evidence:</i> The materials cannot be individualized for each student, but the materials can be customized as needed by the teacher for students. Teachers have access to materials found in other high school courses and Pre-Algebra as needed.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Cultural perspectives are only seen through the lens of the career. The TE and other materials suggest having discourse about cultural perspectives as identified within the classroom, and the materials do not bring in additional opportunities to learn other cultures.

Reviewer Professional Summation - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #64 background and experience:

I am a high school math teacher with 10 years of high school math experience, including work as PLC leader of 3 content areas and with my district's CCSS transition team. This is my third time reviewing instructional materials for the NMPED.

Professional summary of material:

This title offers students practice in procedural skills and applying their knowledge, including many lessons that focus solely on application problems. However, the lack of attention to conceptual knowledge, primarily in quarter 1, is apparent. In later quarters where there are more chances for students to work on conceptual knowledge, it is a less robust focus than for procedural skills and applications. For this reason, while the last three quarters of this course display rigor, the first quarter does not display this same balance. There are also a few standards missing from the materials. Other than these missing standards, all of the standards made good use of all standards for mathematical practices.

If students and teachers truly engage with the platform, the chance to attach the mathematical skills being taught and learned in the classroom to concrete life skills and careers will prove invaluable to student engagement and career and college readiness. This is especially important in this course because the skills obtained in geometry can be used in a wide variety of careers and jobs, including many that are more hands-on than might be represented in other math classes. A large database of different jobs, job requirements, and statistical information is available for students to explore. Within these careers (also displayed throughout this title), there is a wide range of life experiences featured and attention to the diversity of New Mexico is reflected.

The lessons are all organized similarly to allow for routine-building. They are also customizable so teachers can differentiate for the diverse learners in their classrooms. Teachers can assign prerequisite lessons to students who need remediation or upcoming lessons to students who would benefit from enhancement of the skills they are learning. There is flexibility in assigning the lessons online or as PDFs/printing PDFs, allowing for grading in the system itself or by hand/with comments via an LMS. The online assignment format with built-in tools is a new improvement and is very student-friendly and organized, although the geometry-specific tools could be more robust. The lessons have examples followed by targeted small group/pair/independent work. Each lesson includes a student edition and a teacher edition. Three summative assessments are provided online—one diagnostic, one midterm/winter EOC, and one final/spring EOC. The scoring for this is not done by the teacher and is not aligned to standards. It does come with an informational guide that allows teachers to delve into the data, but the lack of teacher involvement and tying the data to skills as outlined by the program rather than to standards could make it harder for teachers to evaluate and make changes to instruction.

Reviewer #65 background and experience:

I have been teaching math in New Mexico for 23 years in both Middle School and High School. I also have certification in special education. I have done curriculum review for NM three times. I have worked as a math coordinator in my district and teacher leader. I have served as a mentor for several years to other math teachers.

Professional summary of material:

This material is designed to support career readiness and provide a clear insight into regional, high-value career opportunities. Its greatest asset is the student connection of math to real world applications. The material engages students through application and problems. Math Practices are mostly evident but conceptual understanding is lacking. Application and procedural practices address a high level of rigor. Diversity in education is addressed, creating relatability to New Mexico students.

Lessons are scaffolded and built upon a guide from K-12. The standards are intentional and strategically designed in a way that ensures natural progression and cohesion between previous math learning as well as between the lessons. The intent and structure of each of these lesson types are consistently maintained throughout the course. The material provides students with a foundation, as well as motivation, for successfully using mathematics. Teachers' materials could contain more cultural support for addressing the differences in cultures and include more explanations concerning the higher math skills.

Reviewer #66 background and experience:

I have been a mathematics teacher for 7 years at an alternative high school and have a Master's in Secondary Education, emphasis in Educational Technology. I have been a Reviewer of Record twice for the NMPED.

Professional summary of material:

The materials are structured logically and flow through the standards well. The lessons are not as balanced in terms of conceptual knowledge, but the layout is free from distractions. The career exploration aspects of the materials alongside the mathematics being taught is unique. It not only engages students but teachers as well. The career exploration gives students real-world jobs and experiences that reflect the work that they are learning and gives them possible career opportunities to explore beyond their high school careers. All of the Mathematical Practices are included, along with the CCSS. The lessons circle back to the standards often and ensure that students receive the depth of knowledge they need within Geometry when the standards are covered.

The materials for this course are all digital with printable PDFs. Teachers have access to all materials in multiple grade levels. The Teacher Edition provides many opportunities for mathematical discourse to happen within the classroom. It provides guidance on how to facilitate those conversations well within the materials. There is a Teacher Materials section, providing teachers with an array of knowledge to better understand the materials and help them progress students' knowledge of the subject of Geometry. Overall, this material is successful in showcasing mathematics in many jobs and in turn engaging students with those job careers, possibly fostering a career path after high school.

2019 Instructional Material Summer Review Institute

Review Team Appraisal of Title

(9-12 Mathematics)

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the needs of their student populations.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

Text Title	Pathway 2 Careers Algebra II	Publisher	NS4ed
SE ISBN	2050000720223	TE ISBN	2054000720223
SW ISBN	N/A	Grade Level/Content	9-12 Algebra II

Core Material Designation (Core Material is - the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

Recommended _____ Recommended with Reservations X Not Recommended _____

Total Score

Reviewer #64	Reviewer #65	Reviewer #66	Average
<u>80.26%</u>	<u>88.03%</u>	<u>86.06%</u>	<u>84.78%</u>

Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Reviewer #64	Reviewer #65	Reviewer #66	Average
<u>77.08%</u>	<u>86.45%</u>	<u>84.56%</u>	<u>83%</u>

Materials align with grade level standards.

Statements of appraisal and supporting evidence:

Many standards from the scope of the CCSS Algebra II standards are missing, under-represented, or mislabeled in the materials. The standards that are covered in the materials are covered well.

Materials align to standards of mathematical practice.

Statements of appraisal and supporting evidence:

While some of the publisher's citations for the MPs were not necessarily aligned correctly, the team did find evidence that all of the Math Practices are represented evenly and adequately represented throughout the scope of the materials.

Materials show aspects of rigor.

Statements of appraisal and supporting evidence:

Procedural and application problems are evident in the material; however, conceptual knowledge is not clearly represented. Many Algebra 2 standards do not have the component of conceptual knowledge, but those that should do not adequately address the conceptual portion of the standards.

Math Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the specific reviewed content area.

Reviewer #64	Reviewer #65	Reviewer #66	Average
<u>96.43%</u>	<u>100%</u>	<u>92.86%</u>	<u>96%</u>

Materials are consistent with grade level content, supporting the intent of the delivery and understanding of mathematics.

Statements of appraisal and supporting evidence:

The materials lack coherence and meaningful connection. Many standards are missing and mislabeled, which leads to a lack of clear direction in the delivery and learning of the standards.

Materials support student learning of mathematics.

Statements of appraisal and supporting evidence:

Overall, the materials give students an adequate understanding of Algebra 2. The majority of standards are covered to a depth appropriate for Algebra 2 students.

All Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Reviewer #64	Reviewer #65	Reviewer #66	Average
<u>85.63%</u>	<u>90%</u>	<u>88.75%</u>	<u>88%</u>

Materials are coherent and consistent with the high school standards which all students should study in order to be college and career ready.

Statements of appraisal and supporting evidence:

These materials are not fully coherent and consistent with high school standards; not all standards are covered to the same depth. Extension opportunities to bring an even higher level of engagement and understanding of the applications of Algebra 2 are available, including binary and hexadecimal numbers, mobius strips, topology, logic puzzles, cryptography, and RSA encryption.

Materials are well designed and take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

The consistent layout of lessons helps build routines and allows teachers to easily plan the delivery of their lessons. The pacing guide is a supportive guiding document containing useful information for teachers, enabling them to teach their class with more flexibility, including the option of a traditional one-year course or a two-year class.

Materials support teacher planning, learning, and understanding of the standards.

Statements of appraisal and supporting evidence:

Teacher materials include many resources to support students with learning differences, language differences, etc., as well as strategies to engage all students in classroom discourse and to learn from each other.

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.

Statements of appraisal and supporting evidence:

Three summative assessments for Algebra 2A and three summative assessments for Algebra 2B are provided in the course materials. These assessments are online and automatically scored, giving teachers an overview of the skills students have mastered and skill gaps. Students' scores are measured against a benchmark of where they should be at various points during the course.

Materials give all students extensive opportunities and support to explore key concepts.

Statements of appraisal and supporting evidence:

Students have access to many different built-in assignments that can be assigned to different students as needed per teacher discretion for differentiation and enhancement. The materials are not available in multiple languages and there is not a translating tool for key vocabulary.

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Statements of appraisal and supporting evidence:

The material is available on all devices and across multiple platforms. The use of technology to solve problems when it is appropriate is clearly labeled and students are given many chances to become familiar with the technologies they are using.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Lessons can be systematically assigned to different students as needed per teacher discretion for differentiation and enhancement. Teachers have access to all of the courses available through Pathways 2 Careers and can assign lessons from other courses to their students.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Teacher materials cite research and strategies to use within the classroom to facilitate meaningful classroom discourse and address any diversity within the classroom.

Reviewer Professional Summation - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #64 background and experience:

I am a high school math teacher with 10 years of high school math experience, including work as PLC leader of 3 content areas and with my district's CCSS transition team. This is my third time reviewing instructional materials for the NMPED.

Professional summary of material:

The use of application problems in every single lesson in this material stands out; students have many opportunities to apply their knowledge of the mathematical skills they are learning multiple times per lesson. This title also addresses procedural fluency, offering questions throughout each lesson to guide students as they work. However, many standards that should focus on conceptual knowledge are not as robust. For this reason, while the first semester/Algebra 2A section of the course displays rigor, the second semester/Algebra 2B section of the course does not. All of the mathematical practices are well represented.

If students and teachers truly engage with the platform, the chance to attach the mathematical skills being taught and learned in the classroom to concrete life skills and careers will prove invaluable to student engagement and career and college readiness. This is especially important in this course since it is one of the last math classes students will take in high school. A large database of different jobs, job requirements, and statistical information is available for students to explore. Within these careers (also displayed throughout this title), there is a wide range of life experiences featured and attention to the diversity of New Mexico is reflected.

The lessons are all organized similarly to allow for routine-building. They are also customizable so teachers can differentiate for the diverse learners in their classrooms. Teachers can assign prerequisite lessons to students who need remediation or upcoming lessons to students who would benefit from enhancement of the skills they are learning. Additionally, this title has a set of extra topics in many technology-related fields that can be explored as a class or individually, in small groups, etc. There is flexibility in assigning content online or as PDFs/printing PDFs, allowing for grading in the system itself or by hand/with comments via an LMS. The online assignment format with built-in tools is a new improvement and is very student-friendly and organized. The lessons have examples followed by targeted small group/pair/independent work. Each lesson includes a student edition and a teacher edition. Six assessments are provided online—three each for Algebra 2A and 2B—two as a diagnostic, two as midterms/mid-midterms (depending on pacing), and two as finals/mid-finals (depending on pacing).

Reviewer #65 background and experience:

I have been teaching math in New Mexico for 22 years in both Middle School and High School. I also have certification in special education. I have done curriculum review for NM three times. I have worked as a math coordinator in my district and teacher leader. I have served as a mentor for several years to other math teachers.

Professional summary of material:

This material is designed to support career readiness and provide a clear insight into regional, high-value career opportunities. Its greatest asset is the student connection of math to real world applications. Although it is aligned to the CCSS, there are many standards that are not evident or misplaced. The material engages students through application and problems. Math Practices are mostly evident but conceptual understanding is not as prominent as it should be. Application and procedural practices

IM= Instructional Material SE= Student Edition TE= Teacher Edition SW= Student Workbook

address a high level of rigor. Diversity in education is addressed, creating relatability to New Mexico students.

Lessons are scaffolded and built upon a guide from K-12. The standards are intentional and strategically designed in a way that ensures natural progression and cohesion between previous math learning as well as between the lessons. The intent and structure of each of these lesson types are consistently maintained throughout the course. The material provides students with a foundation, as well as motivation, for successfully using mathematics.

Reviewer #66 background and experience:

I have been a mathematics teacher for 7 years at an alternative high school and have a Master's in Secondary Education, emphasis in Educational Technology. I have been a Reviewer of Record twice for the NMPED.

Professional summary of material:

The materials are not as structured as previous materials from other courses. The flow of the standards is very chunked at times, but the standards that are covered are at the appropriate level of depth for mastery of those standards. The layout is free from distractions for students and teachers. The career exploration aspects of the materials alongside the mathematics being taught is unique and is engaging for teachers. The career exploration gives students real-world job insights and experiences that reflect the work that they are learning and gives them possible career opportunities beyond high school. All of the Mathematical Practices are included, along with the CCSS. The lessons circle back to the standards often and ensure that students receive the depth of knowledge they need within Algebra 2 when the standards are covered well.

The materials for this course are all digital with no Teacher Editions that are in print. Access to all the materials in multiple grade levels are available to teachers. The Teacher Edition provides many opportunities for mathematical discourse to happen. Guidance on how to facilitate mathematical conversations are present in the TE and additional materials. Within the Teacher Materials section, teachers are provided with an array of knowledge to better understand the materials and help them progress students' knowledge of Algebra 2. Overall, this material is successful in showcasing mathematics in many jobs. It will engage students with those job careers and mathematics and possibly foster a career path for students after high school.