

2023 Instructional Material Summer Review Institute
Review Team Appraisal of Title
Grades 7-12 Career and Technical Education

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 need of their student populations.

[NMPED Adoption Information](#)

Text Title	iCEV Automotive Technology (Individual Course); Core Online Bundle; 1 year license-25 students, 1 teacher	Publisher	CEV Multimedia, LLC
SE ISBN		TE ISBN	9798888640418
SW ISBN		Grade Level/Content	9-12 CTE

Core Instructional Material Designation *(Core instructional material (CIM) is the comprehensive print and/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
(90% and above)

**Recommended with
Reservations** (80-89%)

**Not Recommended and
Not Adopted**
(below 80%)

Total Score - The final score for the materials is averaged between the team of reviewers.

Average Score

85%

Cultural and Linguistic Relevance Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 85% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

CLR Recognized

Average Score

65%

FOCUS AREA 3 CULTURAL AND LINGUISTIC PERSPECTIVES AND RESPONSIVENESS:

Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives.

Statements of appraisal and supporting evidence:

The material addresses multiple ethnic and cultural descriptions and representations. The Multicultural Workplace course provides students understanding of cultural diversity. The materials contain a Teaching Strategies For Special Populations document that has activities that foster collaboration and integration. The Lesson Plan documents incorporate student collaboration and discussion; however, these lack affirmation of student background.

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

Average Score
77%

OVERALL ALIGNMENT

Materials align with the CTE standards overall, including strands 1-10: Academic Foundations; Communications; Problem Solving and Critical Thinking; Information Technology Applications; Systems; Safety, Health, and Environmental Management; Leadership and Teamwork; Ethics and Legal Responsibilities; Employability and Career Development; and Technical Skills.

Statements of appraisal and supporting evidence:

The materials somewhat align to core curriculum standards for math, language arts and science academic content. The material provides students with opportunities to communicate verbally and nonverbally in an industry and career exploration manner. Projects and activities foster critical thinking and problem solving scenarios and solutions through a hands on approach. The material provides opportunities to utilize up-to-date technology to accomplish career readiness goals. Technology use in the material emphasizes systems and applications that are industry driven. The material contains activities and projects that foster student leadership and require understanding of health and safety practices. The activities and projects develop employability skills and ethical judgement while practicing industry driven technical skills. While the material has certification preparedness activities, no actual certification opportunities for students are found. Furthermore, the material describes the importance of professional development but offers no professional development opportunities for students or teachers.

STRAND ALIGNMENT

Materials align with specific CTE content strands. (Optional)

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Choose CTE Content Strand (optional)	
Choose CTE Content Strand (optional)	
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Choose CTE Content Strand (optional)	
Choose CTE Content Strand (optional)	

CCTC Standards Review - Materials are reviewed for alignment with the state adopted Common Career Technical Core Career Cluster and Career Pathway standards.

Average Score

89%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

Content is aligned to CCTC standards in the career clusters of emerging technologies and transportation distribution and logistics pathway. The content offers career exploration and readiness opportunities for students as well and government regulations and policies; however, no evidence of equipment maintenance alignment to standards is found. Furthermore, the material has opportunities for students to develop facilities maintenance plans but no evidence of equipment maintenance practice is found.

CAREER CLUSTER

Materials align to the CCTC standards for the Career Cluster reviewed.

Statements of appraisal and supporting evidence:

The material is aligned to the Transportation, Distribution and Logistics Career Cluster. The material provides students opportunities to explore career opportunities and develop career readiness skills. The material has evidence of transportation, distribution and logistics policies and regulations; however, some projects and activities do not provide opportunities for students to identify government regulations and policies content.

CAREER PATHWAY(s)

Materials align to the CCTC standards for the Career Pathway reviewed.

Statements of appraisal and supporting evidence:

The material content aligns to Facility & Mobile Equipment Maintenance Career Pathway by providing student opportunities to understand and develop facility maintenance and inventory methods. However, no evidence of equipment maintenance is found.

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

Average Score

97%

FOCUS AREA 1 SEQUENCING AND ARTICULATION

Instructional materials show sequencing and articulation within and across grade bands and/or pathways.

Statements of appraisal and supporting evidence:

The materials have evidence of sequencing and accumulation of skills to a pathway. Content has evidence of multiple project difficulty levels depending on course progress. Content has evidence of non-duplicative and vertically aligned instructional materials. Furthermore, the materials begin with a broad foundation of knowledge and skills before moving on to more complex tasks or assignments.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

The instructional materials are engaging to students as the lesson for every standard is introduced from fundamental concepts to applications. The materials include project based learning and contain career development opportunities.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

The instructional materials provide career development opportunities by describing certifications and providing certification preparedness content. Technology is present in both activities and content presentation via virtual methods.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

The material contains opportunities for incorporating technology. Students are able to access content online and use online technology to complete assignments. Material is up to date and relevant to industry driven trends in the industry.

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

CLR Recognition Average Score	Average Score
65%	78%

FOCUS AREA 1 RESOURCES AND SUPPORTS FOR TEACHERS AND STUDENTS:
Instructional materials provide teacher resources to support planning and supports for all students.
Statements of appraisal and supporting evidence:

The instructional guide provides a list of lessons and is available online and accessible for both teachers and students. Instructional materials have lessons that are linked to Common Core Standards and Pathway Standards. Lesson plan is divided into class 1, class 2, class 3, etc. However, no specific time frame is provided for each class allotment is provided. The Teaching Strategies Document has evidence of accommodations and modifications for other special populations, but no evidence of instructional support specific to English Learners is found.

FOCUS AREA 2 ASSESSMENT
Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.
Statements of appraisal and supporting evidence:

The material contains a Standards Alignment document that has evidence of course and content alignment to New Mexico Content Standards. Lesson Plan documents have multiple assessment methods and standards are identified at the start of the lesson. There are also interactive assessments accessible for every topic and concept. Evidence of multiple assessment methods are found, but the material lacks alternatives specific to English Learners.

FOCUS AREA 3 CULTURAL AND LINGUISTIC PERSPECTIVES AND RESPONSIVENESS
Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives.
Statements of appraisal and supporting evidence:

The material addresses multiple ethnic and cultural descriptions and representations. The Multicultural Workplace course provides students understanding of cultural diversity. The materials contain a Teaching Strategies For Special Populations document that has activities that foster collaboration and integration. The Lesson Plan documents incorporate student collaboration and discussion; however, these lack affirmation of student background.

Reviewers' Professional Summary - 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 #: Reviewer 64

Background and experience:

This reviewer's education includes a Master's of Science from New Mexico Institute of Mining and Technology in Science Teaching and Computer Science, Bachelor's Degree from West Texas State University in Engineering Technology and Computer Information Systems, Associate's Degree from New Mexico Military Institute in Liberal Arts and a ROTC Commission in the US Army. The reviewer has 20 year of teaching experience and a Level III New Mexico teaching certification. The reviewer's CTE teaching experience includes teaching courses in Digital Art, MultiMedia, Film and Video Production, Photography, Woodshop, Automotive Technology, Computer Concepts and Computer Programing.

Professional summary of material:

The iCEV Multimedia Automotive Technology course places emphasis on computer concepts and digital literacy rather than Automotive Technology. The iCEV content presents and provides an academic foundation for new students to be prepared for a variety of pathways, not limited to automotive technology. The material guides the student through academia of being certified in Automotive Technology using skills and knowledge in Digital Literacy or soft skills prior to the actual automotive class. The iCEV content is presented very well in its scholastic setting for a new student to be prepared in the pathway that the student may take on their journey through a career, whether it is in automotive or any other career. Material is relevant in guiding the student through the academia process of being certified in the secondary environment while understanding the higher level of dedication for future Professional Development. The material is organized in a progressive format that allows student growth through the curriculum content with activities and projects enhancing skills and knowledge that allow students to actively participate in a hands on approach to critical thinking and problem solving investigations.

Reviewer #: 65

Background and experience:

This reviewer has an Associate's Degree in Automotive Technology from San Juan College's General Motors ASEP program. The reviewer's experience includes eight years as an automotive technician at Bravo Chevrolet Cadillac and sixteen years teaching experience in a high school Automotive Program. This reviewer also holds a Bachelor's degree in Pedagogy from UNAM university in Mexico City as well as National Board Certification and a Level III New Mexico teaching license. The reviewer participates in ongoing post graduate studies at UTEP Philosophy department.

Professional summary of material:

The material is an online text for automotive programs. The material provides opportunities for students to understand, develop and refine their career readiness skills. The online material provides students opportunities to engage and grow through meaningful activities, lessons and projects, but lacks cultural and linguistic diversity opportunities for the classroom environment. While material attends to the needs of special student populations, little evidence of content modifications, scaffolding or differentiation for English learners is found.

Reviewer #: 66

Background and experience:

The reviewer holds a Bachelor's Degree in Secondary Education in Mathematics and a Master of Science for Teaching degree. The reviewer holds a level III educator license with endorsement in Mathematics, Science and Technology Education. The reviewer has been a teacher for 14 years and has previously participated in reviewing instructional material for NMPED.

Professional summary of material:

The material is a text on automotive technology that can be accessed online. Standards, career connections, activities and projects are all included in the materials and accessible for both teachers and students. The projects and activities in the materials provide students the opportunity to apply their knowledge and skills into practice in a variety of situations across disciplines. Furthermore, it provides students opportunities to apply their academic, technical, and employability skills into practice. Additionally, the material emphasizes vertical alignment for smooth transition and it provides students with information about obtaining certifications. The material supports students with special needs but there is a minimal evidence of content adjustment and differentiation for English language learners (ELL).