

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 Business Computer Applications (Individual Course); Core Online Bundle; 1 year license-25 students, 1 teacher	Publisher	CEV Multimedia, LLC
SE ISBN		TE ISBN	9798888640272
SW ISBN		Grade Level/Content	6-12 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

76%

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

56%

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:

Students are asked to include their interests and draw from their life experiences to complete projects and assignments. Instructional materials do not directly represent a variety of CLR or language perspectives.

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

Average Score
55%

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:

There are examples of cross collaboration between academic and technical learning. A great portion of the learning is informational; however, it is unclear how students show their understanding. Students are not always required to demonstrate mastery of concepts required by the standards.

STRAND ALIGNMENT

Materials align with specific CTE content strands. *(Optional)*

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Leadership and Teamwork	Information about the standards is presented; however, most standards require some type of employment or application of the concept, which was not demonstrated in the materials.
Choose CTE Content Strand (optional)	
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CCTC Standards Review - Materials are reviewed for alignment with the state adopted Common Career Technical Core Career Cluster and Career Pathway standards.

Average Score

88%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

These materials overall meet the CCTC standards. Students are able to evaluate real world scenarios. Much of the learning is done through project-based learning. There are many formative and summative assessments that address these standards. There are many opportunities for cross collaboration between academic learning and technical education. A great deal of informational text is provided; however, students do not have the opportunity to implement, demonstrate or employ what they have learned.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

Many of the important aspects of Business Management and Administration are addressed in the material. Students are provided with a general overview of Math skills in the workplace, employability skills, customer service, marketing, and management.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

In the Business Information Systems Pathway, students are exposed to day-to-day operations of business. Aspects include financial skills and accounting, business law including ethics, and how they affect operations. Other topics covered include budgeting, data mining, overall management functions, and successful business operations.

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

94%

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:

Materials begin with broad-based introductory activities and then move to more specific and detailed topics. The material is presented in such a way to develop students' depth of knowledge as they move through the units. Materials are vertically aligned and provide a purposeful sequence for completing assignments.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

Materials allow students to learn by providing multiple methods of application such as key concept worksheets, projects, activities and assessments. Students are able to study real-world scenarios. Students are able to incorporate personal experiences when completing assignments. Many opportunities exist for students to engage in classroom discussions revolving around topics in the lessons.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

Activities and projects use lesson resources that connect academic and technical knowledge and skills and cross-disciplinary collaboration. The ICEV platform understands students' needs and provides the testing platform that students can utilize to receive industry-backed certifications.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

The material is technologically driven. Students complete assignments online with lessons devoted to learning about online resources. The platform is easy to navigate and lessons are provided that allow students to use technology to present their work. The material can be integrated with many LMS platforms.

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
56%	68%

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:

A pacing guide can be found in the "Standards Alignment" tab on the Business Computer Applications Lessons page. There is also information for differentiating instruction for special populations. Students are given multiple options for completing assignments online. Students are also able to utilize many platforms for accessing instruction. The materials do not provide appropriate language supports for English Learners or students from culturally diverse backgrounds. There are also no language objectives correlated to any of the lessons, activities or assessments..

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:

Each lesson contains at least one assessment. There are multiple summative and formative assessments. There are also many project-based learning examples. The assessments do not specify which content standards or language objectives are being addressed.

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:

Students are asked to include their interests and draw from their life experiences to complete projects and assignments. Instructional materials do not directly represent a variety of CLR or language perspectives.

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 #: 10

Background and experience:

The reviewer is a Level Three Instructional Leader with a Master's degree and 23 years of teaching experience. The reviewer's experiences span from pre-kindergarten through university level in band, choir, orchestra and general music, and also includes the direction of community theater productions. The reviewer oversees his school district's social emotional school culture initiative and has a Level Three Administrator's License.

Professional summary of material:

iCEV Business Computer Applications curriculum is a comprehensive approach to learning. This curriculum offers cross-collaboration between academic instruction and technical education. A pacing guide is included as well as multiple assessments. A guide for working with special student populations is included. That being said, there is minimal support for EL and Culturally diverse students. While there are many summative and formative assessments, they are not specifically aligned to New Mexico Content Standards. The curriculum also integrates with many LMS platforms and has the ability to be updated as new information becomes available.

Reviewer #: 11

Background and experience:

The reviewer has been in the field of Bilingual Education for 26 years. The reviewer has worked as a first-grade teacher in California for seven years, and has been teaching in Bilingual/Dual Language programs at several K-8 Charter Schools in New Mexico since 2004. The reviewer is currently the Special Programs Coordinator at a Dual Language Charter School, working with English Language Learners, Gifted students, and assessments.

Professional summary of material:

The materials provide a logical sequence of lessons to prepare students for a career in the Business Management and Administration Cluster. Students are given opportunities to demonstrate their mastery of concepts through interactive, project-based activities and assessments. Each lesson clearly presents relevant content through the use of videos and/or PowerPoint slide presentations. The platform is very easy to navigate, and the materials are student- and teacher-friendly. There was little evidence of additional support for English Learners. In addition, there was no correlation provided between the assessments and the standards being assessed.

Reviewer #: 12

Background and experience:

The reviewer is a Level Two educator with a Bachelor's +15 hours and 26 years of teaching experience. The reviewer's experiences are eight years in an alternative 9-12 high school and eighteen years in a traditional high school. Classes taught are Microsoft Office, PageMaker, Photoshop, Illustrator, CAD, Yearbook, Graphic Design, Typing, and Business Math.

Professional summary of material:

iCEV Business Computer Applications has media-rich presentations, pre-made lesson plans, assessments and real-world projects and activities. It is rich in meeting career and technical educational standards but poor in meeting culturally and language diverse populations. It progresses from introductory to advanced lessons and there is a guide to help support SPED students, but lacks real-world ideas in meeting their instructional needs. It offers problem-solving, teamwork, research, and objective assessments but is not directly aligned to the CLR populations. It offer multiple opportunities for student certification.