

**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](#)

<b>Text Title</b>	iCEV Child Development (Individual Course); Core Online Bundle; 1 year license-25 students, 1 teacher	<b>Publisher</b>	CEV Multimedia, LLC
<b>SE ISBN</b>		<b>TE ISBN</b>	9798888640340
<b>SW ISBN</b>		<b>Grade Level/Content</b>	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

80%

**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

52%

**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:*

This area of the materials provides limited evidence for alignment to New Mexico criteria for cultural and linguistic perspectives. The materials provide limited visuals, differing names and scenarios where people from different cultures are called upon. There is no mention of cultures past and present within New Mexico. Students are occasionally called upon to self-reflect within their content knowledge. However, this reflection is rarely connected to their cultural background. There is no evidence of linguistic diversity within the curriculum. There is a general mention of having awareness of diversity in language within the teachers' guide. This information is not expanded on in individual lessons.

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

Average Score
80%

**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 are found to be generally aligned to the New Mexico CTE standards. The materials provide participants with many opportunities to engage with the technical skills outlined by all standards addressed in this pathway. Students are offered varying methods to reach mastery in the content. These methods include projects, activities, discussions, assessments and interactive assignments. Most standards are extremely well aligned, but there are some standards that are only found to be partially aligned. Although the curriculum does well meeting the standards, the materials provide limited content resources for child development and education.

**STRAND ALIGNMENT**

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

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

73%

**OVERALL ALIGNMENT**

**Materials align with the CCTC standards.**

*Statements of appraisal and supporting evidence:*

The materials are partially aligned to CCTC standards. Although most standards are well aligned, there are several that only partially meet the criteria outlined in the standards. One example of a standard that is only partially aligned is in the topic of legal and ethical responsibilities. The materials meet the standard but are unrelated to the field of child development. The cited materials referenced NAEYC, an organization that provides standards for working in early childhood and education. However, this correlation to the standard does not provide a strong tie to legal responsibilities.

**CAREER CLUSTER**

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

*Statements of appraisal and supporting evidence:*

The materials provide many opportunities for participants to evaluate and engage in the learning of different career opportunities in the HU career cluster. In the area of communication, the standards are only partially met as students are able to explore communication with coworkers well but there is not great opportunity to communicate with clients, families or children. The materials provide varying textual and visual information for participants, but lack resources to allow participants to engage in the act of effective communication with families. The materials provide little understanding of the legal framework for participants in the early childhood and education sector. The materials provide references to OSHA and child welfare organizations.

**CAREER PATHWAY(s)**

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

*Statements of appraisal and supporting evidence:*

The materials mostly align to career pathway. In the area of safety and sanitation in the child development field, the materials provide explicit information detailing safety methods in the workplace and sanitation best practices and guidelines when working with children. Students are given the opportunity to understand and explore the licensing and certification process with in the child development, early childhood and education field. Although the materials provide many resources when communicating with co-workers, there is limited information on communicating with children and families. Students receive a limited understanding of communicating expectations and class information to families, as well as no information on how to engage families as part of the school community. There is also a limited understanding of laws and ethics that relate to students and families in the early childhood career settings. The standard that addresses special education and being able to evaluate curriculum for inclusivity is also only partially addressed as students do not get an understanding of special education as it relates to child development and early childhood education.

**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
---------------

98%
-----

**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 instructional materials provide a great deal of evidence that show alignment to the focus area. Each lesson is sequenced within a unit of materials and provides many resources for teachers and participants. Each lesson plan provides language objectives, timing information and standards. There is no overall course scope and sequence to show vertical alignment throughout the whole curriculum.

**FOCUS AREA 2 ENGAGING INSTRUCTION**

**Instructional materials are engaging for students.**

*Statements of appraisal and supporting evidence:*

The materials provide a variety of teaching and learning methods in order to engage students. Teachers are provided with many forms of assessments and activities for students. These include projects, discussions, interactive activities, and assessments. These can also be utilized in a digital format. The materials are not connected to the child development content as they are more related to general workforce best practices.

**FOCUS AREA 3 CAREER DEVELOPMENT**

**Instructional materials provide career development information for students.**

*Statements of appraisal and supporting evidence:*

The materials provide teachers and students with the opportunity to engage with the content and materials through a digital format. However, they can also be transitioned to a traditional classroom format with ease. Students are provided opportunities to interact with the exploration of industry trainings, certifications and licensure. The materials provide a wide variety of skills for participants to hone, including academic skills like language, mathematics and science knowledge that would be applicable to acquiring industry certification and licensure.

**FOCUS AREA 4 TECHNOLOGY**

**Instructional materials incorporate opportunities to use industry appropriate technology.**

*Statements of appraisal and supporting evidence:*

The materials are offered digitally, creating an opportunity for information to be updated as the industry changes over time. The materials do not provide evidence of digital activities where child development and technology usage are linked.

**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
52%	67%

**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 materials provide a strong connection to technology usage. The materials are offered in digital format. There is a teacher support guide that provides guidelines and best practices for teachers to address differentiation for students in varying special populations. This support is provided at the beginning of the teacher facing curriculum but is not referenced throughout individual lessons. There are portions of the lesson plan devoted to support students with the attainment of vocabulary skills. These vocabulary activities can be found at the beginning of each lesson. Each lesson also provides extension activities to further support students' needs.

**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 materials provide a teacher resources guide that provides general knowledge and best practices for special populations. This guide includes information on modifications and accommodations for students with individual education plans. The guide also references students from different economic, cultural and linguistic populations. The materials provide a variety of assessments to gauge student knowledge. There are interactive assignments, projects, discussion questions, and assessments that are available in digital format but can also be transitioned to a traditional classroom format with ease.

**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:*

This area of the materials provides limited evidence for alignment to New Mexico criteria for cultural and linguistic perspectives. The materials provide limited visuals, differing names and scenarios where people from different cultures are called upon. There is no mention of cultures past and present within New Mexico. Students are occasionally called upon to self-reflect within their content knowledge. However, this reflection is rarely connected to their cultural background. There is no evidence of linguistic diversity with in the curriculum. There is a general mention of having awareness of diversity in language within the teachers' guide. This information is not expanded on in individual lessons.

**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 #: 52

*Background and experience:*

Reviewer 52 has 13 years of experience in education including roles as a special education teacher, a special education coordinator/director, an assistant principal, and a current principal. This reviewer has taken part in three other reviews and has extensive experience in reviewing, selecting, and implementing curriculum as well as writing curriculum for classes and schools. Reviewer holds a bachelor's degree in special education and multicultural early childhood education and a master's degree in educational administration.

*Professional summary of material:*

Overall, the ICEV Child Development curriculum aligns with the New Mexico standards for career and technical education in this area. The language in the curriculum often exactly mirrors the standards. Most of the content standards are fully addressed with only a few standards being partially addressed. Within the human services career cluster, students engage in exploration of this cluster, including learning about effective communication, ethical and moral conduct in the workplace as well as specifically in child development fields and looking at different career opportunities in this area. Students have multiple opportunities to explore careers in a hands-on way, fully understanding the different careers with research projects. Standards in the personal services pathway are also well addressed. Students have opportunities to learn about policies and procedures and business opportunities. Students see what kinds of education, licensing, and credentialing are required for the field and are exposed to advancements in this career pathway. The instructional materials include detailed lesson plans for each section or unit that show ties to common core standards as well as language objectives, suggested timing for each lesson in the unit as well as extension activities, and additional online resources to accompany the unit. In the teacher's guide, there are suggestions offered for differentiation for ELs as well as for students with abilities of varying levels. There is mention of a wide variety of diverse groups as well as a guide for social emotional learning activities that tie to the curriculum. There is a wide variety of assessments and materials available to support all learners. The curriculum itself is a digital platform with slideshows and students are expected to read and respond to questions online as well as do hands-on projects and activities. There are quizzes and final assessments available. Technology is used mainly for the learning platform and the assignments contained within. However, there aren't many opportunities for students to practice using the technology for activities that are specifically tied to the industry. The materials are not recognized as being culturally or linguistically responsive. There are some references to diverse cultures and perspectives, but not many that ask students to relate their home cultures and languages or discussion of effects that culture has on the industry. Students are not shown or given the opportunity to explore differences in culture and language as it relates to child development. There is nothing recognized for historical and present cultures and society of New Mexico.

Reviewer #: 53

*Background and experience:*

Reviewer is a level III Pre K-12 Special Education teacher, with endorsements in Psychology, Reading, Math, Social Studies, Science and TESOL with 21 years total of teaching experience, six years in preschool and elementary education, and 15 years in special education/inclusion setting, including college and graduate school teachers. Ph.D. in Educational Managements, Master of Arts in Education major in Special Education, and a BA in Social Studies major in Behavioral Studies. Reviewer has participated and contributed to several curriculum and syllabus writing and reviews in the past at the college and graduate school levels.

*Professional summary of material:*

The iCEV Child Development curriculum is generally aligned to the New Mexico standards. The instructional materials partially meet the standards on ethical and legal responsibilities where emphasis is more on the general knowledge area and limited on the application of these responsibilities. The materials also provide a variety of digital and interactive lessons through the discussions, activities, projects and assessments. The materials provide a lesson plan in each lesson that states language objectives, timing information, and standards, which is very helpful to both teachers and students. There are also teacher and student notes provided in each lesson as an alternative to the digital content. A correlations and suggested pacing guide is provided to see the overall flow of the course, including special population strategies that gives guidelines and suggestions on differentiated strategies, vocabulary strategies, alternatives for common assignments, accommodations, and graphic organizers for special populations, but it has no content referencing New Mexico language and culture. The materials show limited to no evidence of diversity in language within the curriculum.

Reviewer #: 54

*Background and experience:*

Reviewer is a level II teacher with over 10 years classroom experiences, five years focused on ELA intervention with an emphasis in dyslexia and the rest focused Family and Consumer Sciences instruction. Bachelor's degree in Foreign Languages. Master's degree in Family and Consumer Sciences with an emphasis in education.

*Professional summary of material:*

Overall, the iCEV Child Development curriculum provides participants with relevant workforce based information. The information targets the expansion of knowledge in the area of being a good employee. Users of these materials can expect to provide their students engagement in various digital resources like projects, discussions, interactive activities and digital assessments that allow for knowledge expansion. The materials are presented in a digital format but can be transitioned to a traditional classroom format. The materials cover the child development content in a limited fashion as the majority of lessons is on general career readiness.