

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 Construction Technology (Individual Course); Core Online Bundle; 1 year license-25 students, 1 teacher	Publisher	CEV Multimedia, LLC
SE ISBN		TE ISBN	9798888640258
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

57%

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

38%

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:

Instructional materials do not provide places highlighting the areas of diversity or provide students the opportunity to share their background and interests. Instructional materials also do not depict representations of people and their contributions or various cultures. Although lessons incorporate the opportunity to reflect about their own lives, they do not allow for reflection on cultures past and present in New Mexico.

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

Average Score
42%

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 Instructional materials provide students with opportunities to demonstrate the knowledge and skills for postsecondary education in cross disciplinary subjects such as language arts, mathematics and the arts pursuant to learning about careers through various types of researching, writing and discussion activities. The materials rely heavily upon PowerPoint presentations in which the material presented does not allow for teachers to assess whether or not students are actively engaged in, operating or employing the concepts taught throughout the presentation as required by the standards.

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)	
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

26%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

The instructional materials expose students to information that is relevant to learning; however, many of the activities and projects do not address the standards. Many of the standards require students to do things such as demonstrate, use, or apply but the activities themselves only have students do things like read, research, or discuss. For example, students are required to research and develop infographics about how to use machinery but are not required to actually use the machines. Another activity requires students to create a "human knot" and work together to untangle themselves, but they are not required to construct a model even though the standard calls for it.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

The instructional materials provide students with the opportunity to use the vocabulary, symbols and formulas common to architecture and construction through direct instruction via the use of PowerPoint presentations and videos. Some lessons also include activities and projects. However, some activities only cover part of the standard. The instructional materials use a PowerPoint presentation to teach students about architecture and construction skills needed to create and manage a project and then provide them with activities to practice the skills taught. Some of those activities do allow students to actually create or manage a project, but some are only asking students to research and not apply the knowledge learned. The program does not cover the requirement for students to learn to comply with regulations and applicable codes to establish and manage a legal and safe workplace. Students are provided with a PowerPoint presentation on the topic, but are not provided with an activity or project to comply with regulations and applicable codes. The materials provide opportunities for students to evaluate the nature and scope of the Architecture & Construction Career Cluster and the role that architecture and construction play in society and the economy through activities where they research, list and discuss these topics. Students receive instruction on the roles, responsibilities and relationships found in the architecture and construction trades through videos and PowerPoint presentations and then they are provided with a project. However, the activities do not provide the opportunity for students to describe the relationships found in labor/management relationships. The program does provide students the opportunity to read, interpret, and use technical drawings, documents, and specifications to plan a project through the use of activities built into the lessons. The instructional materials include a PowerPoint presentation on education and higher learning. Students are provided with a project where they choose a career in architecture and construction to create interview questions. However, students are not provided with an opportunity to describe career opportunities and means to achieve these opportunities in each of the architecture and construction career pathways.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

This materials expose students to a variety of experiences to assist students in gaining the knowledge and practical experiences needed for employability within the Construction Career pathway. The material includes print options for materials and resources as well as an interactive online platform for student learning, progress monitoring and assessments. Lessons include projects such as architecture and construction management; building activities; and work order informational projects. Topics addressed range from work health and safety procedures, contract law to specific applications such as installation and flooring. The material throughout this section does not provide the hands on experience needed for gainful employment as many of the activities and lessons are informational in nature. The materials rely heavily upon PowerPoint presentations in which the material presented does not allow for teachers to assess whether or not students are actively engaged in operating or employing the concepts taught throughout the presentations. Most activities presented throughout the material do not give students a chance to apply knowledge to real life activities.

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:

Instructional materials provide a sequence of courses for secondary education that provide academic foundations and skills needed for employability, including cross disciplinary indicators in the arts, mathematics, language arts and computer science applications. The NM standards and Common Core Benchmarks and Standards are referenced on the Standards Alignment PDF tab. Materials indicate that standards are focused and prepare students for the next level in the transition.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

PP Presentations are often cited as evidence for alignment with NM standards to produce student outcomes such as knowledge or employment of a specific skill. However, the content is guidance oriented and supplementary in nature and often duplicated as evidence for acquiring academic skills without formal alignment for assessing said skills. The instructional materials use multiple types of formative and summative assessment, but do not explain how it incorporates comprehensive career development to promote career decision-making and planning for all students.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

The material does not provide a pathway to obtain specific certifications related to facilitating said licenses or certifications prior to employment for students seeking to acquire certifications prior to graduation from secondary programs of study. Multiple disciplines are addressed, but challenging mathematics and computer science activities are limited in scope throughout the material. Individual lessons support interdisciplinary activities including Microsoft Office software (EXCEL) for spreadsheet applications and Word. The material can be used as an online program and can be easily delivered in a variety of methods, such as in-person, hybrid, and asynchronous.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

The materials include an Instructional Guide, timelines, course assessments, and settings for instructors and students throughout, including interactive assignments and exercises. Information provided explains that since the program is online, it is able to upload new lessons based on evolving statistics, industry changes, and trends. The material has built-in capabilities that allows teachers to create due dates through their online platform to promote productivity. Students are also able to submit interactive assignments online.

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
38%	60%

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:

Instructional time for each Lesson is evidenced in lesson plans (under Media Type) and categorized by "Duration" "Seat type" or "Number of Slides" presented, but is not always categorized according to minutes of instruction which could lead to difficulty in planning for a segment. Materials include marking tools and search bars for ease of use. Grammar Worksheet Activities assist students in identifying parts of speech and writing but are not provided in multiple languages for active participation in learning content. Vocabulary Lessons may provide some foundational practice for students identified as English Language Learners, but materials may not be sufficient for learners acquiring the English language as a secondary language. A Pacing Guide is provided; however, terminology is not consistent as far as instructional time.

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:

Instructional materials include cumulative unit projects that produce products such as informational brochures or posters and are built using materials specific to a career pathway. Materials provide cumulative unit projects as assessments, including cross disciplinary formal assessments using digital applications that measure student progress for key concepts taught. There is a document provided that addresses gifted students and gives the option of utilizing an action plan in some courses. Assessment alternatives include using the digital environment to set the "testing thresholds". Materials provided are limited in scope and may not provide teachers or students with a full course for these students' needs. Technology settings for re-testing some students identified as CLD may be pertinent to their success. While supplemental materials address special populations and gifted students, ELL students are not addressed specifically.

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:

Instructional materials do not provide places highlighting the areas of diversity or provide students the opportunity to share their background and interests. Instructional materials also do not depict representations of people and their contributions or various cultures. Although lessons incorporate the opportunity to reflect about their own lives, they do not allow for reflection on cultures past and present in New Mexico.

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 #: R4

Background and experience:

I hold an MA in Curriculum and Instruction with an Emphasis in Reading and a BA in Elementary Education. I am a Level III teacher with endorsements in Bilingual Education and TESOL. I also hold a Level 3-B Administrator license. During my 13 year career, I have been a teacher, instructional coach, literacy specialist, bilingual coordinator, and principal. I have worked with various districts throughout the state, NWREC, HPREC, and NMPED. I have also participated in the NM Instructional Scope for Spanish Language Arts and Social Studies.

Professional summary of material:

I do not recommend this instructional program. Although it does include some high quality components, there were many missing aspects necessary in a complete curriculum. The materials touch on the CTE and CCTC standards only on the surface level. For many of the standards, students are not given the opportunity to demonstrate their knowledge of the material. Many of the lessons rely on students attaining the instruction through simply viewing an instructional video, PowerPoint presentation, or informational handout. Some of the lessons do include projects and activities where students are able to carry out a task to practice and show their learning of the standard, but some tasks are not connected to the standard being covered. I also feel that the program lacks alignment to culturally and linguistically responsive instruction. Although some TESOL strategies are incorporated into the lessons, the instructional materials do not include tools and resources to relate the content area appropriately to students of diverse cultures and languages and do not address multiple ethnic descriptions, interpretations, or perspectives of events and experiences. The program does meet most of the content review criteria however. The material is vertically aligned, provides opportunities for project-based learning and use of technology, and includes lessons that incorporate technical, academic and employability knowledge and skills.

Reviewer #: 5

Background and experience:

I hold a Bachelor of Occupational Education in Professional Technical Education degree from Eastern New Mexico University and an Associate of General Studies degree from Clovis Community College. I am a level II teacher with 7 years of experience teaching career development courses for high school, including career planning and computer science. My background includes participation in vocational educational programs specializing in cosmetology and entrepreneurship. I have 30 years of experience in the private sector as a manager, business owner, staff educator and have obtained a Cosmetology Teaching License with the State of NM. I hold various certifications within that industry.

Professional summary of material:

I do not recommend the ICEV Construction Technology materials for New Mexico teachers and school districts. The materials provided and the curriculum as a whole do not offer a sufficient number of engaging, hands on experiences in order for students to prepare for professions within the Architecture and Career Cluster pathways and do not provide a variety of projects and activities for students to individualize career selections through different pathways. Activities are not aligned with NM standards and benchmarks in a consistent and meaningful way for planning lessons. Presentation material, which is factual and relatively current, does not allow student experiences and relies heavily on research and reading activities. However, supplementary materials offer many reading supports and vocabulary lessons in a printable and online platform. Integration of skills needed for planning, such as utilizing software applications for specific purposes, is advantageous for today's workforce. Some of the resources have built-in supports for students with specific educational modifications and/or needs. The overall material does not service the diverse needs of our non-native speakers and is overall fairly deficient with many of the opportunities that teachers expect to provide to our students that embrace our cultural perspectives (past and present) to maintain our highest quality of education that NM families have come to expect.

Reviewer #: 6

Background and experience:

I am a Level 3 Educator with 27 years experience. I have a Master's degree in Educational Administration. Currently, I am a CTE teacher. I have 15 years of experience with Curriculum Mapping and Design at the district level. I have also served on many curriculum adoption committees at the district level as well.

Professional summary of material:

I do not recommend the iCEV Construction Technology program for New Mexico teachers and districts. Although it is a comprehensive program that gives teachers many useful online tools that have the ability to be easily updated and kept current, it missing items that would make it a complete curriculum. There are several activities available for students to work interactively with the materials and activities that have students work both individually and in groups, but some tasks are not connected to the standards. There are not opportunities for students to earn certifications in various Career Pathways. It offers a variety of assessments and progress monitoring tools to address students' needs. Resources are available that offer strategies and tips for teaching special populations, but they do not directly include materials for students of diverse cultures and languages.