

**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 Exploration of Public Service (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>	9798888640371
<b>SW ISBN</b>		<b>Grade Level/Content</b>	7-12 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

82%

**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

67%

**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 material offers many opportunities to discuss within a classroom and collaborate with classmates. Videos and animations include different genders, a variety of ethnic backgrounds, and showcase various professional sets of clothing. There is an attempt to address diversity through the videos, but there is no mention of diversity of culture or language throughout the material. Students are often asked to discuss multiple points of view while bringing in their own background and experiences within their career pathway. There is no mention of 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
74%

**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 material has many opportunities to practice and learn teamwork, leadership, critical thinking, problem solving, and occupational safety. There are some topics where the material does not provide opportunities for students to practice their skills authentically.

**STRAND ALIGNMENT**

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

<b>Strand:</b>	<i>Statements of appraisal and supporting evidence:</i>
Leadership and Teamwork	The material demonstrates many examples of leadership and teamwork by allowing students to work on group projects, conduct research projects, and learn leadership skills. Students also learn the organizational structure and work done by members of their chosen career. Some examples of the lessons taught in the material are: teamwork, collaboration, leadership styles, and project management skills.
Problem Solving and Critical Thinking	The material includes many activities, projects, and videos that encourage problem solving and critical thinking from the student. Many of the activities and projects ask the student to analyze imaginary and real-life situations to focus on finding solutions using the resources, knowledge, and tools that have been taught within the material. However, there are some lessons where the student is not asked to put into practice those problem solving or critical thinking skills.
Safety, Health, and Environmental Management	The instructional materials explore a variety of safety, health, and environmental management topics, from learning about personal and occupational health and safety to first aid, hazards in the workplace, and law enforcement safety and health. Additionally, the material includes information and practice on how to handle situations of natural disaster outside the workplace that could impact their careers.
Academic Foundations	The instructional materials include lessons that can strengthen the students foundational knowledge such as: reading skills, basic software knowledge, scientific research, application of mathematics in the workplace, and written communication skills. This content covers the majority of academic foundations needed for the career. However, the review process uncovered that other areas, such as oral communication and technology, do not fully meet the standards due to missing authentic practice and use of skills.
Ethics and Legal Responsibilities	The material teaches students different ways to become ethically and legally responsible in their career. The materials include lessons in business ethics, contract and employment law as well as ethical practices in law, public services, correction and security. These lessons and materials adapt diverse ways to teach and open discussions to students about subjects that are abstract to understand. However, the material does not provide more opportunities for the students to put in practice the knowledge that they are learning.

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

Average Score

83%

**OVERALL ALIGNMENT**

**Materials align with the CCTC standards.**

*Statements of appraisal and supporting evidence:*

The overall alignment with the CCTC standards is showcased in the Exploration of Public Service Curriculum from iCEV. It provides students with insight into how this Career Pathway functions in the professional world. The areas where it meets the CCTC Standards include demonstrating routine day-to-day tasks, crime scene procedures, symptoms of drug use, dangers of handling dangerous drugs, managing crime loss/prevention, managing crisis situations, and analyzing laws/ordinances/regulations. These standards are met because there are clearly defined, hands-on projects and assignments so the students are able to make meaning of what they have learned from the lesson. All areas within the CCTC Standards are addressed and taught, but there are not always opportunities for students to process the learning through hands-on, meaningful projects as required by the standards.

**CAREER CLUSTER**

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

*Statements of appraisal and supporting evidence:*

There are many aspects of the career cluster of Law, Public Safety, Corrections and Security showcased within this iCEV material. The material makes strong connections to a variety of laws, ordinances, and regulations that specifically apply to this career cluster. The material discusses how to maintain safe and healthy working environments by abiding with employee and employer rights and different OSHA requirements. However, the material does not always allow students to experience the topics being presented through problem solving or hands-on projects as required by the standards.

**CAREER PATHWAY(s)**

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

*Statements of appraisal and supporting evidence:*

Included in the material for the career pathway of Law Enforcement Services is practice with effective communication skills; how to operate emergency telecommunications; how to use anger and conflict management; how to meet the code of conduct of law enforcement professionals; analyzing laws; following procedures; crisis management; evaluating for signs of domestic violence and abuse; and other job requirements. The material does not have many opportunities for students to authentically practice in all topics--there are opportunities to do so in about half of the standards.

**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
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97%
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**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 coursework is sequenced from general to specific, starting with an introduction and going to more advanced learning. The material is aligned to CTE standards and to CCSS standards. This information is provided clearly in the instructional guide and is easily accessible for educators.

**FOCUS AREA 2 ENGAGING INSTRUCTION**

**Instructional materials are engaging for students.**

*Statements of appraisal and supporting evidence:*

Throughout the material, there are projects that include exploration into local careers in public service, mock interviews, conflict resolution, poster creation, and more. Students are asked to think about and make decisions based on the material.

**FOCUS AREA 3 CAREER DEVELOPMENT**

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

*Statements of appraisal and supporting evidence:*

iCEV provides students with a viable option for obtaining certifications within their career pathway. The material aligns to technical knowledge and meets the standards in various academic fields within the same unit.

**FOCUS AREA 4 TECHNOLOGY**

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

*Statements of appraisal and supporting evidence:*

Technology usage is embedded throughout the material, showing how use of each technology increases productivity and learning. Also, since this is an online material, it can be easily updated to meet new advances within the career field in real time. There are icons throughout the program that let the user know what is new and what material has been updated.

**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
67%	74%

**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:*

When a topic is opened, there is a sheet called Common Core Standards Alignment, where teachers can see every standard that is met within the lesson package. In each topic, there is a section entitled "Interactive Assignments", which are digitally interactive. There are also digital and non-digital assessment pieces. Videos can be closed captioned, and there are vocabulary sheets for each topic. However, many of the worksheets do not include internal scaffolding and require outside help to assist with understanding. The units and lessons can be modified for each individual by removing items students do not need from the total package. Assessment attempts can be modified for special accommodations. However, there are certain linguistic supports that are missing, like options for text to speech or in text definitions of all words.

**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:*

In each topic there are a variety of ways to assess students, including formal testing, projects, and activities, that can be used to assess learning. There are multiple summative and formative assessments; however, the standards are not mentioned in these assessments. Special populations are discussed, but there are not options for showing proficiency for students who are less skilled at reading and writing in many cases. There are also no embedded scaffolds for visual differentiation.

**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 material offers many opportunities to discuss within a classroom and collaborate with classmates. Videos and animations include different genders, a variety of ethnic backgrounds, and showcase various professional sets of clothing. There is an attempt to address diversity through the videos, but there is no mention of diversity of culture or language throughout the material. Students are often asked to discuss multiple points of view while bringing in their own background and experiences within their career pathway. There is no mention of 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 #: 70

*Background and experience:*

Reviewer 70 has been an educator of Mathematics, Science, and gifted students in grades 6 through 12 in the four corners area of New Mexico Since 2001. She holds a level 3A license in Secondary Mathematics, Secondary Science, and Gifted Education, and a Level 3B license in Administration. She holds a Bachelor's of Science in Engineering from Tulane University, a Master's of Arts in Curriculum and Development and Master's of Educational Leadership from New Mexico State, and a Doctorate in School Improvement leadership from North Central University. She is a National Board-Certified teacher.

*Professional summary of material:*

This material has attempted to cover and meet all the standards, and has entire units designed specifically to meet the standards. In the specific content, we found it to be highly aligned. Where it seemed to fall short was in incorporating student tasks into some chapters. The materials is well-designed, and with adding a project or performance task, a teacher would be able to teach well with this material. The key to using it well, however, is the ability to add those projects.

Reviewer #: 71

*Background and experience:*

Reviewer 71 has been an educator for 11 years with a Bachelor's degree in Elementary Education from University of Missouri - Saint Louis and a Master's degree in Educational Administration from Grand Canyon University. In the state of New Mexico, Reviewer 71 is a Level 3A Instructional Leader for K-8 Elementary with an endorsement in Family and Consumer Sciences and a Level 3B for Pre K-12 Administrative. Reviewer 71 has worked in Title One schools for all 11 years, with the first 7 years working at the Middle School level teaching FACS and AVID in Yuma, AZ and the last 4 years working at both the Elementary School and Middle School levels teaching 5th grade Social Studies and Language Arts and 7th/8th grade FACS and Foods in Las Cruces, NM. Reviewer 71 is also a Google Certified Educator Level 2.

*Professional summary of material:*

The materials from iCEV titled "Exploration of Public Service" has much embedded content and it is easily organized for both student and educator. It starts out with basic knowledge and works to much more specific advanced materials within the Public Service Career Pathway. Students are given the chance to dig into the different career opportunities, hear from professionals, and learn how to incorporate their own background and experiences into the many projects, interactive assignments, and assessments. The material is lacking in the area of differentiation, as it does not offer in-text support for below-level, above-level, ELL, or students with disabilities. It does provide some suggestions through the "Special Population Strategies" document on the iCEV platform, but will require outside differentiation from educators. The material does not relate to the cultures represented within the present and past of New Mexico.

Reviewer #: 72

*Background and experience:*

Reviewer 72 has been an educator for the last 12 year with a Bachelor's degree in Computer Informatics from the Superior Technological Institute of Monclova, Coahuila, Mexico and a Master's Degree in Elementary Education from the University of New Mexico. Reviewer 72's credentials include two endorsements, one as a Bilingual Educator and the second one as a TESOL educator. Reviewer 72 has experience teaching first, second, fourth, and fifth grade students; 7 of those years have been teaching in a Title I school with families of low social-economical status. Reviewer 72 has been working with students that are bilingual in both English and Spanish. During the last 5 years of teaching, Reviewer 72 has become a level 3 teacher.

*Professional summary of material:*

The CEV title "Exploration of Public Service" are materials with a vast variety of lessons, activities, projects, and instructional support. The instructional materials are aligned in its majority with the state CTE standards of New Mexico. Some areas that are lacking in the instructional materials are the following areas of focus: additional assessments, special accommodations for advanced students, additional support for students from other cultures and languages, and open discussions with students that relate to the students' life in New Mexico.