

**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 Introduction to Media Arts (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>	9798888640265
<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

42%

**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:*

While the materials provide limited representation and instruction of cultural and linguistic perspectives, they do incorporate still images, videos, and audio that represent a diverse range of cultures and ethnicities. There is minimal encouragement within the course materials for students to discuss their own cultural backgrounds or explore similar cultural expressions. Although the videos feature some diversity in the actors, they do not encompass a wide sample of cultures. The materials lack substantial evidence supporting the use of tools and assets that showcase CLR. The teacher's notes offer some guidance, but they primarily focus on rights and laws in the workplace rather than facilitating discussions around diverse viewpoints. In summary, while the materials include visual and auditory representation of various cultures and ethnicities, their overall approach to promoting multiple perspectives and encouraging students to explore their own cultural backgrounds is limited. The teacher's notes provide high-level information but do not effectively assist teachers in demonstrating multiple perspectives within specific concepts.

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

Average Score
64%

**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 exhibit some evidence of alignment with the CTE (Career Technical Education) standards. The lesson plans, PowerPoint presentations, videos, and handouts included in the materials adhere to several of the standards, but not the majority. The inclusion of a limited amount of student projects serves as reinforcement for a minimal number of the CTE standards. Though it engages students in applying some of the knowledge and skills provided in the standards, it leads to only a basic understanding and application of a portion of the subject matter in those standards. While the projects provide platforms for students to present their work to their classmates, enhancing their communication and presentation abilities while fostering a collaborative learning environment, not all the standards are addressed. Overall, there are limited opportunities for students to employ, apply, implement, and demonstrate proficiency in the standards.

**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

96%

**OVERALL ALIGNMENT**

**Materials align with the CCTC standards.**

*Statements of appraisal and supporting evidence:*

Ample evidence was found where materials clearly align with the CCTC standards. The lesson plans, PowerPoint presentations, videos, and handouts closely align with CCTC standards. One notable aspect is the number of student projects that serve as powerful reinforcement for the CCTC standards, allowing students to actively engage with the content and apply the knowledge and skills outlined in the standards. The projects not only promote deeper understanding but also foster critical thinking, creativity, and collaboration among students, which are key components of the CCTC standards. These projects also give opportunities for students to research aspects of the standards, collect and express their findings in various ways, and present them to the class.

**CAREER CLUSTER**

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

*Statements of appraisal and supporting evidence:*

Materials allow higher level thinking through analyzing, describing, and evaluating career exploration in a variety of career pathways. The various projects using real world scenarios allow students to research and reflect on possible careers and present their findings to the class to further contribute to career exploration. Students are encouraged to conduct research using the provided materials and external sources to gather information about specific careers, allowing them to gain a comprehensive understanding of the chosen career paths, including educational requirements, potential job prospects, industry trends, and relevant skills. After conducting their research, students are given the opportunity to present their findings to the class.

**CAREER PATHWAY(s)**

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

*Statements of appraisal and supporting evidence:*

The instructional materials provide students the opportunity to conclude the course by demonstrating their understanding of the A/V Technology & Film Career Pathway's required skills and are tasked with creating projects, which could include a video production or podcast. The materials aim to help students identify and comprehend the skills that are essential for success in the chosen career pathway. These skills could be technical, analytical, interpersonal, or any other relevant skills associated with that particular field. Two examples of possible projects are video production or podcast. These are multimedia formats students can utilize to present their understanding of the career pathway.

**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 lesson plans, instructional guide, and pacing demonstrate a strong focus on sequencing and articulation throughout the instructional materials, giving careful attention to the logical progression and organization of the content and ensuring a cohesive and well-structured learning experience for students. The lesson plans exhibit a clear and deliberate sequence of instructional activities. Each lesson is designed to build upon the previous one, allowing students to gradually acquire knowledge and skills in a systematic manner. The instructional guide provides further support and offers comprehensive guidance to educators, outlining the recommended order of instruction, suggested time frames, and connections between different lessons or units. The instructional materials provide a well-structured and coherent learning experience.

### **FOCUS AREA 2 ENGAGING INSTRUCTION**

**Instructional materials are engaging for students.**

*Statements of appraisal and supporting evidence:*

The materials contain student projects that utilize real-world scenarios, which provides students with opportunities to apply the instruction they receive in a highly engaging and meaningful manner. Further, the incorporation of real-world scenarios in student projects promotes critical thinking, problem-solving, and decision-making skills and develops the ability to consider multiple perspectives and to apply their knowledge in innovative ways.

### **FOCUS AREA 3 CAREER DEVELOPMENT**

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

*Statements of appraisal and supporting evidence:*

The platform allows students opportunities to practice and develop skills that are essential for obtaining a certification, as well as acquiring practical knowledge and skills directly applicable to their chosen career pathway. By engaging in activities and exercises within the course, students gain hands-on experience and apply their learning to real-world situations. Overall, the platform offered by this course not only allows students to practice skills towards obtaining a certification but also provides them with practical knowledge and skills that contribute to lifelong career goals and pathways.

### **FOCUS AREA 4 TECHNOLOGY**

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

*Statements of appraisal and supporting evidence:*

The course offers students a valuable opportunity to utilize technology as a means to enhance their productivity. Throughout the course material, students are exposed to various technological tools and resources that support and streamline their learning experience. Students develop essential digital literacy skills and become proficient in using tools that are commonly employed in their chosen career fields. They learn how to leverage software applications, online resources, and digital platforms to research, analyze information, collaborate with peers, and present their findings effectively. It is worth noting that while the course demonstrates an understanding of the importance of online delivery and staying relevant in a digital environment, some of the videos within the material appeared to lack current information, graphics, and audio quality. Overall, the course focuses on leveraging technology to enhance productivity and the learning process for students.

**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
42%	62%

**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 materials provide a NM Adopted Standards Alignment & Pacing Guide and a Correlations & Suggested Pacing Guide, providing cross references with standards addressed and estimated instructional time for each lesson, section, and unit. The entirety of the curriculum can be presented digitally, including the instructional PowerPoints, videos, activities, projects, handouts, interactive digital components, and digital assessments. The instructional materials also provide a guide entitled "Teaching Strategies Special Populations," providing strategies for supporting individuals with disabilities, economically disadvantaged, those in non-traditional fields, single parents, ELs, out-of-work, home insecure, those in foster care, the military, and gifted students.

**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:*

These materials provide several assessment resources for teachers. Those include multiple choice quizzes and tests along with ample projects wherein students have the opportunity to apply what was learned in the lessons within various created scenarios. Those are often with the requirement to present their projects to the class, further reinforcing the information presented in the lessons. However, the materials do not specifically indicate which assessment aligns with which standard. The CCSS standards are defined in the beginning of the lesson, but they are not linked to the assessments.

**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:*

While the materials provide limited representation and instruction of cultural and linguistic perspectives, they do incorporate still images, videos, and audio that represent a diverse range of cultures and ethnicities. There is minimal encouragement within the course materials for students to discuss their own cultural backgrounds or explore similar cultural expressions. Although the videos feature some diversity in the actors, they do not encompass a wide sample of cultures. The materials lack substantial evidence supporting the use of tools and assets that showcase CLR. The teacher's notes offer some guidance, but they primarily focus on rights and laws in the workplace rather than facilitating discussions around diverse viewpoints. In summary, while the materials include visual and auditory representation of various cultures and ethnicities, their overall approach to promoting multiple perspectives and encouraging students to explore their own cultural backgrounds is limited. The teacher's notes provide high-level information but do not effectively assist teachers in demonstrating multiple perspectives within specific concepts.

**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 #: R7

*Background and experience:*

I hold a Master of Arts degree in Secondary Education and a Bachelor's degree in English and Communication. I just completed my 16th year in the classroom and have taught 6th through 12th grade in the subject areas of ELA and yearbook. I currently teach yearbook exclusively and have built a nationally recognized program. I have a secondary English Language Arts endorsement and I am a Level II teacher. I've participated in multiple AP Summer Institutes as well as several AVID trainings. I serve as the Saturday testing coordinator for both the ACT and SAT and have extensive standardized testing experience. This is my second year serving as a reviewer.

*Professional summary of material:*

I recommend these instructional materials with reservation. The course lesson plans, instructional guide, and pacing provide organization and a logical progression of the course contents. This course adheres closely to the CCTC standards and provides the specific standards addressed for each lesson. The instructional materials provide a range of formative and summative assessment opportunities in embedded multiple choice quizzes and tests and a myriad of activities and projects. The full course can be delivered by teachers and accessed by students online and provides other technological experience for students in the instruction, activities, projects, and assessments. These aspects of the instructional materials would be particularly helpful as a road map to new teachers as they are gaining experience in the classroom. The curriculum's most significant strength is the high quality and engaging student projects that allow students the opportunity to engage in deeper critical thinking, engage in creativity, use appropriate technology, and present to their classroom peers. The areas of reservation with these materials are within CLR and current trends. There is minimal reference to culturally and linguistically relevant instruction, although there is visual representation of a variety of cultures and ethnicities in the materials. Some of the instruction is dated as well and needs to be updated.

Reviewer #: R8

*Background and experience:*

I hold a Master of Arts degree in Curriculum Instruction and Design, as well as a Bachelor of Arts degree in Psychology and Art. I am a Level III teacher with 20 years of experience teaching students from preschool through twelfth grade. I am endorsed in PK-12 Visual Arts, Information Technology Coordinator and Technology Education. I am a member of the Computer Science Teachers Association (CSTA) and a participant in the Computer Science curriculum cohort from the New Mexico Public Education Department (NM PED).

*Professional summary of material:*

I am recommending this course with some reservations regarding its cultural and linguistic practices. The materials show significant alignment with the CCTC standards. The lesson plans, PowerPoint presentations, videos, and handouts closely adhere to these standards. One notable aspect is the inclusion of extensive student projects that reinforce the standards and actively engage students in applying the knowledge and skills outlined in the standards. However, I do have reservations regarding the materials' cultural and linguistic practices. While the materials demonstrate alignment with the standards, there is limited evidence of incorporating students' cultural backgrounds and linguistic diversity.

Reviewer #: 9

*Background and experience:*

I hold a Bachelor of Music Education and Master of Music Education degree and have taught band and orchestra at the middle school level for 19 years. I currently teach computer science classes including AP Computer Science Principles at the high school level. I have a level III teaching license and just finished my 23rd year of teaching. I have endorsements in performing arts, computer science and technology education.

*Professional summary of material:*

While I would recommend these materials for instruction in A/V Media arts, I have some reservations. The online course does align with CCTC standards and takes great care to incorporate English, math, and science but does lack in cultural and linguistic diversity. The curriculum has a wide range of activities and projects that can be picked and covers information on how to proceed in the chosen career. Teacher lesson plans, pacing guides and standard alignment help deliver the curriculum and give guidance on where time should be spent. This would be helpful for a new teacher. Some of the presentation materials seemed out of date but it is addressed in the materials that slides and other presentations could be updated in the future.