

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 Introduction to Cosmetology (Individual Course); Core Online Bundle; 1 year license-25 students, 1 teacher	Publisher	CEV Multimedia, LLC
SE ISBN		TE ISBN	9798888640357
SW ISBN		Grade Level/Content	11-12 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

58%

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

24%

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:

The material has some opportunities for students to interact and share, including their background, although these are limited in the cosmetology lessons. Also, some activities in the material allow students to affirm diverse cultural background. Although the interviews/videos in the lessons are with people of diverse backgrounds, which students can use to reflect on how they relate to their own lives and experiences, there is no specific engagement that includes "cultures past and present in New Mexico." Further, although there are multiple perspectives in the material, they do not explicitly address ethnicity; it is not fully integrated throughout the materials. Overall, cultural and linguistic perspectives and responsiveness are not integrated throughout the instructional materials.

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

Average Score
61%

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 do build on academic foundations in language arts, science, and math to prepare students in a wide range of careers. They also provide opportunities for exploring higher education and certification in the Cosmetology career path. However, some of the activities/assessments do not directly address or relate to the standard or provide opportunities for students to practice the skills addressed. For example, there is one lesson that provides general information about braiding, hair additions/wigs. There are no activities/assessments within the materials to address this standard. Overall, in this course, Introduction to Cosmetology, the topic was only addressed at the end and did not spiral through or develop throughout the course.

STRAND ALIGNMENT

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

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Choose CTE Content Strand (optional)	
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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
38%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

While the instructional materials present and explain related concepts, such as implementation of safety, health and environmental controls, there is little evidence that students would be able to put into practice those skills as required by the specific standards.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

The materials incorporate PowerPoints and video segments that provide introductions to the concepts and lists of academic vocabulary. However, portions of the materials lack activities and projects that address the standard requirements and some are not Human Services specific. In one instance, in the Exploring Careers: Human Services unit, the cited video discusses the history of human services and how technology has provided more opportunities in the industry. The activity asks students to journal images and descriptions of the career cluster. However, neither address the criteria to "evaluate the role of the family, community and human services in society and the economy".

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

There is evidence of instructional materials pertaining to the Personal Care Services Career Pathway. There was little evidence of appropriate student-centered activities to implement the skills and knowledge required by the standards. For instance, in the unit Braiding, Hair Additions & Wigs, there is some information regarding recommendations for services, but there is nothing regarding electronic records as required in the standard ("maintain electronic records"). In addition, the evidence provided for the standards related to policies and procedures to create a "safe and healthy environment for personal care services" refers to a lesson that is not available in the course (Safety & Infection Control).

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

83%

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:

There is evidence of sequenced courses that incorporate technical, academic, and employability knowledge. They build from foundational skills to more specific knowledge and skills as the units progress. There is also sufficient evidence of vertical alignment. For example, a pacing guide is available and standards alignment is provided in most lessons, although lesson plans are lacking in cosmetology-specific units. The evidence demonstrates that the instructional materials progress in vertically aligned fashion with the targeted knowledge and skills incorporated in the lesson and thus "prepare students to transition seamlessly to the next level of education".

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

Most materials provide opportunities for collaborative research activities and some problem-based learning involving critical thinking and decision making skills. For example, the Parliamentary Procedures lesson has a project where students have a mock meeting, which involves student creativity and active collaboration and engagement. Although career development is addressed throughout, engaging materials specific to cosmetology are limited to brief introductory instruction.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

The materials include a sequence of courses and/or competencies across secondary education incorporating technical, academic and employability knowledge and skills. But there is no evidence about the relationship of academic knowledge and technical knowledge. The instructional materials also include a variety of "relevant equipment, materials and/or technology to support learning". For example, assignments can be directly given to students through Google Classroom and Canvas. The publisher offers various methods of instructional delivery, whether it be in-person, hybrid, or asynchronous.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

Content is web-based and directly uses technology to provide students with multiple lesson modalities. Additional access to web-based resources is available with licenses so that students can submit interactive and completed projects online. The material is compatible with other learning management systems. Content is noted as NEW ITEM throughout the course, for example, Science Explained: Scientific Research (new lesson): "iCEV is able to upload lessons to meet the needs of industry changes and evolving statistics, trends, and technological information" per the iCEV Instructional Guidelines.

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
24%	49%

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 opportunity for digital learning, digital assessments, vocabulary handouts, and a list of lessons with pacing and a standard cross-referenced lesson plans. They also show evidence of modifications and accommodations. Support is largely through the cited "Special Population Strategies" document included on the main course page with the lesson list. However, it is general and not extensive, and not specific to content, i.e., not included directly in actual lessons reviewed, making it difficult for students to get support in these areas during active participation. As per the Instructional Guide, the material has embedded in the lesson plan specified guidelines/strategies designed to support students with 504 plans. However, there is no evidence of appropriate linguistic support for English Learners and Culturally and Linguistically diverse learners.

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 offer a variety of standards-based formative and summative assessments ranging from interactive handouts, vocabulary worksheets, and group activities/projects. However, these assessments, projects, and activities are not observed in the cosmetology-related lessons that have tab-style lesson presentation. Throughout lessons, assessments are provided as handouts that address the standards. For example, in the Jobs, Careers, and Education lesson, seven assessments with keys are provided. Although there are a variety of assessments, and there is a Special Population Strategies guideline booklet provided in the material, there is no evidence throughout the course of specifically addressing "English Learners, Culturally and Linguistically, Advanced students, and Special Needs students" directly in the assessments reviewed.

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:

The material has some opportunities for students to interact and share, including their background, although these are limited in the cosmetology lessons. Also, some activities in the material allow students to affirm diverse cultural background. Although the interviews/videos in the lessons are with people of diverse backgrounds, which students can use to reflect on how they relate to their own lives and experiences, there is no specific engagement that includes "cultures past and present in New Mexico." Further, although there are multiple perspectives in the material, they do not explicitly address ethnicity; it is not fully integrated throughout the materials. Overall, cultural and linguistic perspectives and responsiveness are not integrated throughout the instructional materials.

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 #: 67

Background and experience:

I am a Level II New Mexico certified teacher with a bachelor's degree in Education majoring in English. Also, I have a master's degree in Communication majoring in Applied Media Studies. I have been teaching ELA for 13 years, and I have been presenting research to international audiences; recently was my Media Studies research, which I presented to the Humanities department in University of Cambridge, United Kingdom. I have been teaching Employability Skills to middle school students for 5 years. I have also been part of the high quality instructional materials committee for 3 years.

Professional summary of material:

The materials provide courses that incorporate technical, academic, and employability knowledge. With the online nature of the materials, they provide opportunity for digital learning, digital assessments, vocabulary handouts, and a list of lessons with pacing and a standard cross-referenced lesson plans. However, the content and activities in the material have very limited cosmetology-focus knowledge and skills. In addition, even though there are special population strategies incorporated in the lessons, there is no evidence of appropriate linguistic support for English Learners and Culturally and Linguistically diverse learners. In addition, there is no evidence in the material that reflects multiple ethnic descriptions, interpretations, or perspectives and reflection of the cultures past and present in New Mexico.

Reviewer #: 68

Background and experience:

I have a Bachelor of Science degree in Biology and a Master of Business Administration and have taught middle school and high school classes in science, math, business, and social studies. I will start the next school year as a Level III certified teacher. Prior to teaching, I spent over 15 years in health-care, research, management, and financial controls. I have served as Director of Finance and Director of Operations for a small business, a project controller for a national laboratory, a program manager for a clinical research program, and as a project manager for a federal cabinet agency. I have participated in similar reviews for federal and state grant and project funding proposals.

Professional summary of material:

The course provided interactive digital lessons, a variety of videos, handouts, activities, projects, and assessments, but navigation of the material, even with the initial aid of the "How to Review" video, was difficult without having lessons chunked into units. Most often, the material either did not meet the standards or criteria in terms of what students are asked to do or did not directly and specifically address cosmetology/human services or some specific aspect of cosmetology/human services required by the standards or criteria. Overall, there is a lack of lesson-specific and integrated differentiation and culturally and linguistically responsive instructions or resources, and materials regarding cosmetology are minimal. The tab-based lessons specific to or related to cosmetology had only brief content and largely lacked accompanying lesson plans, activities, aids, and projects.

Reviewer #: 69

Background and experience:

I am a Level III teacher in the state of New Mexico. I have a B.A. in Spanish and International Studies as well as a B.A. in Secondary Education. In addition, I have a M.A. in Latin American Literature. I have been teaching Spanish for 20 years and taught World History for one school year. I possess experience in writing and editing curriculum maps for Spanish and World History content as well as collaborating with colleagues on horizontal and vertical alignments. I have participated in district-wide textbook adoptions for Spanish and was a reviewer for Spanish content two years ago.

Professional summary of material:

The instructional materials provide a variety of teaching tools (PowerPoints, video segments and activities/projects/assessments). There is a list of chapter/units but the links to each unit are not numbered, alphabetized, or organized in any way that made them easily identifiable. The cultural diversity is not evidenced except in one unit and only by way of interviews with "diverse groups". There are, however, some activities and project ideas that enrich the instructional materials and would be engaging for students. Just as importantly, this title is for a course called Introduction to Cosmetology, yet the topic is only briefly introduced by way of tabs with brief and general information. There are no lesson plans, activities, assessments or other types of engagement included.