

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 Medical Office Assistant (Individual Course); Core Online Bundle; 1 year license-25 students, 1 teacher	Publisher	CEV Multimedia, LLC
SE ISBN		TE ISBN	9798888640319
SW ISBN		Grade Level/Content	10-12 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

68%

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

15%

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 include different types of activities for various learning types but do not show evidence of consideration to diversity and multiple perspectives in culture and language of students. The materials do not show evidence of culturally linguistic and responsive instruction. Instructional materials do not provide students an opportunity to reflect on different communities and cultures nor do they align with New Mexico specific requirements for cultural awareness. Reference to different ethnic perspectives is limited to one or two activities located only within video or slides. Instructional materials do not appear to include resources or tools for students from various cultural backgrounds nor do they demonstrate appropriate levels of support for EL students. Slides include a great deal of text and very few visual aids.

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

Average Score
70%

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:

Materials include a variety of projects that offer different experiential learning opportunities throughout the course. Technology education included in the course provides up to date and relevant information on tools available in career pathways. A portion of the material is stand alone video or PPT that is related to the standard but does not include any activity to show student competency required by the standard. Materials do not allow for multiple opportunities for students to be involved with local providers in gaining hands-on experience in the field. Support systems for students with exceptionalities are not evident. Material does not include variation in levels of English language acquisition for ELs.

STRAND ALIGNMENT

Materials align with specific CTE content strands. (Optional)

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Leadership and Teamwork	There are variety of projects and activities in each section of the materials that allow for group collaboration and teamwork in order to demonstrate competency in the given standards.
Information Technology Applications	Material includes a multitude of activities and practice with technology tools, including hardware and software programs in support of student learning.
Systems	Appropriate systems of support for ELs and students with exceptionalities are not evident within overall materials or individual assignments.
Academic Foundations	Material does not include vocabulary support for EL students or students with exceptionalities.
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

69%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

Material provides a variety of tools, information, and activities that pertain to the career clusters and pathways. Materials provide multiple opportunities for students to learn about different possible career pathways within the career cluster through journaling and online portfolio maintenance. Portions of the materials are stand alone video or PPT that is related to the standard but does not include any activity to show student competency as required by the standards. While some tips for modification are included within lessons, scaffolding and support systems for English Learners and students with exceptionalities is not evident. Reviewers noted that modifications are limited to broad generalizations and non-specific to individual assignments and activities.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

Lessons and activities within the materials provide a variety of opportunities for students to develop skills that pertain to the health sciences industry. This includes practice in practical application of lessons such as Performing CPR and First Aid, managing Conflicts in Professional settings, and creating a working portfolio for employability. Material is missing opportunities for students to demonstrate knowledge practically through real-world experience. There is not evidence that students are being connected with professionals in their fields for hands-on learning experiences in the career pathway as required by the standards. Videos provide information but no experience or practice.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

Material takes into consideration all levels of career pathways from custodial support in hospitals/medical centers to kitchen support, billing, nurses, doctors, etc. This results in a wide range of opportunities being presented to students in terms of the medical field career pathway. There does not appear to be activities within the materials that allow students to practice safely performing the duties required for given career pathways within the lessons. Many of the assignments require traditional methods for competency but do not allow for practical experience in the field.

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

87%

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:

Material demonstrates sequencing from foundational skills to advanced application of required competencies within individual lessons. Standards are aligned with the lessons in appropriate fashion. However, sequencing from first unit to last unit is not consistent in development from broad topics to specific skills.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

Assignments involve reading, research, group practice, skits, written, oral, and kinesthetic activities. Additionally, students are able to work with multiple types of learning mediums and technology. Material is missing opportunities for practical application of skills set obtained in lessons to allow students the experience needed for career-readiness. Support for engaging students with exceptionalities is not evident in individual assignments. Slides include a lot of text and leveling of assignments is not consistently at appropriate grade-level per standards.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

Online portfolio and journaling activities provide students with practical experience in employability skills. Material provides a list of organizations that utilize their materials in order to test competency for incoming employees. However, students are not provided with opportunities to gain hands-on experience in the real-world setting.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

The material can be applied to multiple online learning management systems such as Google Classroom, Schoology, and Canvas, providing teachers with easy access to student progress. Students have the opportunity to work with online platforms to strengthen their technology skills set. Reviewers noted that though assignments are posted to an online platform, evidence indicates that many of the action items are to be completed off the computer rather than utilizing the online platform for assignment submission.

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
15%	47%

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:

Teaching Strategies for Special Populations and Social-emotional Learning toolkit are provided on the introduction page of the material. The support materials provided are generalized and not specific to individual lessons in providing supports and planning resources for teachers. Pacing guide does not allow for the possibility of missed days or unplanned schedule adjustments. Materials include a list of standards as presented in the curriculum. Lesson plans are inconsistent in providing specific times for activities. Vocabulary support is not evident within the material or online learning platform. Modified instructional support materials for teachers with reference to students with exceptionalities are not evident in individual lessons.

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:

Material includes a variety of assessment tools with various opportunities for students to demonstrate competency and mastery of the subject matter. There are alternative summative assessments included as a teacher resource. However, the material does not include assessments for culturally and linguistically diverse students. Teachers do not appear to have access to make changes to some of the assessments in order to provide additional support/scaffolding for students with exceptionalities. The material does not provide alternative assessments for students with exceptionalities (ELL, IEP) and does not provide suggestions on adapting individual activities, projects, lessons, and assessments to meet the needs of all students.

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 include different types of activities for various learning types but do not show evidence of consideration to diversity and multiple perspectives in culture and language of students. The materials do not show evidence of culturally linguistic and responsive instruction. Instructional materials do not provide students an opportunity to reflect on different communities and cultures nor do they align with New Mexico specific requirements for cultural awareness. Reference to different ethnic perspectives is limited to one or two activities located only within video or slides. Instructional materials do not appear to include resources or tools for students from various cultural backgrounds nor do they demonstrate appropriate levels of support for EL students. Slides include a great deal of text and very few visual aids.

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 #: 31

Background and experience:

Reviewer is teacher of 14 years with a diverse background of experience in educational leadership, curriculum development, multi-cultural awareness, and best practices for lifelong learning. They are a HQ certified instructor in multiple subject areas in the state of New Mexico including Mathematics, Science, Business Education, Technology Education, Health, Language Arts, Social Studies, Physical Education, Family & Consumer Science, and Teaching English to Speakers of Other Languages.

Professional summary of material:

There are opportunities throughout the curriculum for students to learn about various career pathways in health sciences industry. However the curriculum does not show evidence of sufficient support for English language learners or students with learning exceptionalities. While assignments do allow for experience with multiple learning mediums, the support materials for teachers are missing scope and scaffolding suggestions. Information provided in the curriculum includes up to date technological instructions but is missing opportunities for students to apply learning to real-world experience. Curriculum is missing culturally and linguistically responsive assignments that would provide ELs and students with exceptionalities an opportunity to better engage with the existing lessons. Materials do not include multi-tiered systems of support within individual lessons or activities.

Reviewer #: 32

Background and experience:

Reviewer is a teacher of 16 years with experience in multiple countries teaching from grades 6-12. Reviewer is Certified instructor from 2 different states in two different subject areas. Reviewer is Google level 2 certificate educator and also completed TEL exam.

Professional summary of material:

The materials offer a variety of assessments and progress monitoring to address the students progress. This text does not have many multicultural perspectives to aid students in making real life decisions and reflections on their own cultures and how they connect with their communities to be active members contributing to improving their local, national, regional and global communities. Reading materials are not complex and not diverse and strategies are not included for teachers that help support all learners.

Reviewer #: 33

Background and experience:

Reviewer is a veteran teacher of 23 years with experience teaching grades 2-6. Reviewer works in a culturally diverse area. Reviewer has an endorsement in science.

Professional summary of material:

Materials offer multiple videos and slides to aid in the understanding of concepts, standards and strategies. This supports the visual learner but not the other modalities. It has a variety of activities and projects. It provides multiple opportunities to add to a portfolio, to join in discussions and for students to demonstrate their creativity. Materials do not have support for culturally diverse populations, students with exceptionalities or scaffolding. There are very few opportunities to participate in simulated scenarios in order to help gain knowledge, skills and experience. It does not have a spiraling effect to revisit concepts. There are multiple formative assessment ideas, but summative assessments lack the opportunity to demonstrate competency in multiple ways.