

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](#)

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|-------------------|---|----------------------------|---------------------|
| Text Title | iCEV Medical Terminology (Individual Course); Core Online Bundle; 1 year license-25 students, 1 teacher | Publisher | CEV Multimedia, LLC |
| SE ISBN | | TE ISBN | 9798888640326 |
| 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

59%

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 provide strategies and activities intended to assist with making adjustments to lessons when it comes to special populations and the gifted and talented; however, materials do not address specific language or content demands required for student success for students identified as English Learners. Materials do not directly provide tools for interpreting information in multiple languages. Students are given opportunities within the activities and projects to select their own topics and people to interview and interact with, but instructional materials do not address multiple ethnic descriptions. Activities and projects are available in regard to researching the history of current people in the industry. However, evidence is not present in the instructional materials that students are encouraged to share their cultural and linguistic backgrounds. Material doesn't allow for reflection on cultures past and present in New Mexico, either. Instructional materials include interviews with professionals from various backgrounds of expertise and ethnic groups. Presentations and video segments present information that is representative of people's lives from various ethnic groups and genders, but specific populations, including New Mexico indigenous peoples and perspectives, are absent.

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

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|---------------|
| Average Score |
| 38% |

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 does not fully align with many of the CTE content standards for New Mexico. The standards require students to examine, analyze, and demonstrate knowledge and skills obtained. However, most of the activities and projects within the material only require students to watch video segments or read a PowerPoint to be exposed to the information that is related to the standards. For example, students conduct research to pursue a range of post secondary opportunities with academic foundations found within some of the activities and lessons, but are not required to utilize the information obtained through the research by applying those skills, as required by the standards. Communications skills are often explored through vocabulary lessons and technical concepts but information is often presented in an informational way through PowerPoint presentations with no application of the skills learned required of the students. Students are required to utilize reading strategies within a presentation in order to create a PPT presentation. Lessons are often presented with slide presentations (didactic) and students are not given the chance to demonstrate foundational or technical skills for overall alignment to New Mexico CTE 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

52%

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, but many of the activities and projects do not address the standards directly and are not relevant to advancing knowledge in the Health Science Career Clusters. Many of the standards require students to actively engage in their learning through examining, analyzing, evaluating, and demonstrating, but many of the activities are geared toward students watching video segments related to the content standard or reading a PowerPoint. Activities, while related, do not provide opportunities for students to use equipment and technology directly related to the Cluster. Some projects require the use of technology for research and developing presentations, but do not require students to actively use the knowledge gained through the research to apply it toward the Career Cluster standards.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

The instructional materials include projects, such as Health Science Career Exploration Journals, where students write about their chosen profession in this Career Cluster. Videos are also part of the instructional materials. However, the material does not provide students with the opportunity to determine academic subject matter and the requirements for pursuing that career, nor do they lead to any activities where students explain the role of a healthcare worker. While the instructional materials do cover the topic of hazardous situations, the materials do not allow for students to identify hazards within the healthcare workplace. The program does not progress to allow students to evaluate the roles and responsibilities of those professionals. The program also uses PowerPoint presentations to teach about various healthcare professionals, but does not include lessons where students evaluate the roles and responsibilities of those professionals. Ethical issues are covered and the material includes activities where students choose an ethical issue in the health science field to research by using a peer reviewed journal, summarize the issue and discuss with classmates. However, students are not provided with the opportunity to analyze the limitations and implications of actions within healthcare. The lessons do not provide students with the opportunity to evaluate ethical practices since they are simply watching a video. The instructional materials also cover the accepted ethical practices in the healthcare field through the use of activities where students work in a small group to discuss an assigned ethical practice. One group focuses on the benefits and the other group focuses on possible misuse. The program also does not clearly state that students will evaluate accepted ethical practices in the healthcare field.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

The materials were reviewed for alignment with the Diagnostic Services Career Pathway. Materials generally covered the pathway as an overall topic for secondary students to understand concepts related to pathways within the PowerPoint presentations that are primarily informational. One project focused on learning to work in roles and teams to treat a patient and create a plan for treatment then present the information to the team (class) and make necessary changes to the plan. The students are expected to communicate the plan to healthcare professionals but are not afforded the chance to do so in real life application. Another project allows for student skill demonstration by correctly transferring a patient from a bed to a chair using proper procedures without injury. In this activity, students have supplemental handouts to assist as reminders and are given the opportunity to actively engage in the correct application. Lastly, students are assigned to teams to which they are expected to convey key diagnostic information in a timely manner, but the material does not allow for students to fully immerse themselves in this experience as it did not integrate real life opportunities to connect or collaborate with licensed professionals in a real life setting. The project only asks the student to interview a person for general knowledge about a job and does not apply to the standard of practice for communicating information to healthcare workers.

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:

The materials reference where to find the Instructional materials and include a sequence of courses and/or competencies across secondary education that incorporates technical, academic and employability knowledge and skills. Instructional material begins with foundations such as English, mathematics, and researching skills and then advances to more specialized training for individual pathways. The materials offer relevant information on key ideas in the PowerPoint presentations. Also included is a variety of career development opportunities including investigative, discussion and practical applications with peers. Students use critical thinking skills and core foundations in vocabulary using an online platform and printed materials to assist them in planning for a future career. The first page of each lesson clearly defines the objectives of the lesson, which help with vertical alignment of the lessons.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

Workplace trends as a topic of discussion are noticeably absent in the material reviewed. PowerPoint presentations do not reference the future of the industry; videos and examples do not appear to be dated. There is a lack of visual charts and data to assist in understanding relationships of mathematics and science and data to the real world. Due to the nature of the online platform, it is noted that the material is able to upload new lessons based on evolving statistics, industry changes, and trends.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

The materials ensure that students are given information on certifications in related careers and provides the names of various testing platforms for certifications. References of certifications and exams required for a pathway related to the healthcare industry are made but opportunities within the platform for testing to obtain them are not provided. iCEV Lessons Menu and lesson plan materials throughout the course incorporate core subject knowledge and skills. The course utilizes an online platform to support student learning in multiple formats with additional projects relevant to technical skills students need to acquire to enter healthcare professions. However, practical experience with specialized equipment needed for the industry is not addressed, such as specialized software applications and industry specific equipment needed for student practice.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

Instructional materials show how teachers and students both can use technology to track and submit assignments. Opportunities are provided for students to incorporate the use of technology through an online platform in which students complete interactive assignments, assessments and projects for productivity, but does not necessarily use industry specific technologies needed for preparation. Instructional materials explain how teachers can create due dates through their online platform to promote productivity.

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.

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| 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 materials are sequenced in chapters and units with lesson plans to provide alignments to NM and Common Core standards in multidisciplinary subjects to assist with planning and supports for students, but do not consistently address students with special needs or accommodations. Cross referencing is available in the first pages of lesson plans for the lessons; Common Core links are provided in the Instructional Resources dropdown heading and within the lesson resources, activities and projects. A "Pacing Guide" is available; however, the terminology use is not consistent in the instructional time heading and does not specify the amount of class time that lessons will take place. A guide is available to assist with differentiating for special populations and gifted and talented students, but special populations listed do not include "Culturally & Linguistically Diverse" 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:

Instructional materials include assessment activities that align with lesson plans for specific language objectives, including performance based tasks, activities, projects, and exit tickets. End of unit exams for every section include multiple forms of assessment, including a research platform that saves assessment progress to allow for breaks in online assessments. The instructional materials provide strategies to support special populations. Accommodations, modifications, and extensions can be found in lesson plans. However, lessons plans and materials do not directly align with addressing the needs of English Language Learners and diverse populations.

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 provide strategies and activities intended to assist with making adjustments to lessons when it comes to special populations and the gifted and talented; however, materials do not address specific language or content demands required for student success for students identified as English Learners. Materials do not directly provide tools for interpreting information in multiple languages. Students are given opportunities within the activities and projects to select their own topics and people to interview and interact with, but instructional materials do not address multiple ethnic descriptions. Activities and projects are available in regard to researching the history of current people in the industry. However, evidence is not present in the instructional materials that students are encouraged to share their cultural and linguistic backgrounds. Material doesn't allow for reflection on cultures past and present in New Mexico, either. Instructional materials include interviews with professionals from various backgrounds of expertise and ethnic groups. Presentations and video segments present information that is representative of people's lives from various ethnic groups and genders, but specific populations, including New Mexico indigenous peoples and perspectives, are absent.

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 #: 4

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 material. Although it does include some high-quality components, there are 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 handouts. 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. Also, the materials do not address multiple ethnic descriptions, interpretations, or perspectives of events and experiences. The program does meet most of the CTE content specific 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 Associates 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 (9th) including career planning and computer science. My background includes participation in vocational education programs specializing in cosmetology and entrepreneurship. I have 30 years experience in the private sector as a manager, business owner and 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 this course of study (program) for consideration into New Mexico adopted materials. The materials presented in the iCEV Medical Terminology course for secondary school provide students with many opportunities to obtain information relevant to a selected career pathway within the healthcare industry. The materials rely heavily on research and exploratory activities for students to participate in discussion for projects relevant to various careers pathways. The course is laid out in a progressive manner with resources to assist in planning for teachers and materials and lessons for students that can be printed or turned in via an online iCEV platform. The platform incorporates technology by linking students and teachers to assessments and resources that measure students' progress for learning concepts and building upon skills and existing knowledge, including student handouts designed for guidelines and protocols for skills needed for the industry including safety. However, the program lacks quality critical thinking questions throughout the text, especially when in presentation modes such as PowerPoint presentations. The slide presentations often assume students will understand the material presented and does not give opportunities for students to engage in experiences in meaningful ways to connect their goals to real life experiences. This includes missing key opportunities for content connection to individual histories and language/culture in relationship to comprehension of many (if not all) selected activities. This lack of engagement includes student connection to gender identity and gender affirming experiences, language (including histories past and present) and culture of many of our indigenous populations in New Mexico.

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 Medical Terminology program for New Mexico teachers, schools, and districts. Although the program 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 curriculum, and activities that have students work both individually and in groups, but some tasks are not connected to the standards listed or only address the standard on the surface. There are few opportunities for students to demonstrate understanding and retention of knowledge presented in PowerPoints and videos. While references are made that some activities are connected and continue throughout the progression of the course, those activities do not entail practical use of the skills and knowledge presented. While the opportunities for students to earn certifications in various Career Pathways is mentioned, the program itself does not lead to students planning on and earning those certifications. The program does offer a variety of assessment and progress monitoring tools to address students' needs. Resources are available that offer strategies and tips for teaching special populations and gifted and talented students, but they do not directly include materials for students of diverse cultures and languages. Some of the materials address most of the content standards but lack in the areas of Cultural and Linguistic areas. Students are not given opportunities to make connections to their real-life situations and cultures. The program also lacks materials in other languages and does not address the indigenous people of New Mexico. For the reasons mentioned above, I do not recommend the iCEV program for adoption in the state of New Mexico.