

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 Nursing-CNA (Individual Course); Core Online Bundle; 1 year license-25 students, 1 teacher	Publisher	CEV Multimedia, LLC
SE ISBN		TE ISBN	9798888640302
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

62%

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:

Materials do not address multiple ethnic descriptions, interpretations or perspectives of events and experiences for students from culturally diverse backgrounds. No specific reference is made in the reviewed materials that include reflection on personal life or societies as they relate to New Mexico culture past and present. Tools and resources related to content are appropriate to cultural context and language but do not provide outlooks to include a variety of perspectives. Materials do not represent a variety of cultural and linguistic perspectives or highlight diversity. Resources do not include scaffolding support for EL students or leveling supports for students on IEPs.

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

Average Score
46%

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:

Instructional material includes a variety of assignments to support students with different learning styles. However, the material does not provide appropriate support to students with varying learning levels and abilities. For example, EL support and support for students with learning exceptionalities (Gifted, Non-verbal, etc) are not included with individual lesson plans or within broader units. Materials only included a video segment or PowerPoint slides with no activity to provide students with an opportunity to demonstrate competency per the standards' requirements. This material did not include many opportunities for students to gain hands-on working knowledge by exploring internship opportunities or workforce training within the surrounding community.

STRAND ALIGNMENT

Materials align with specific CTE content strands. (Optional)

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Technical Skills	Assignments and projects, though presented in online format, are typically based in activities such as writing or hands on projects rather than through use of wide range of technical tools available to complete the assignments digitally.
Leadership and Teamwork	Material includes multiple opportunities for students to work with partners or in groups to facilitate leadership skills development. Assignments which foster good relations between people of different cultures, genders, and backgrounds are not evident.
Employability and Career Development	Material does not include evidence of age-appropriate real-world application and opportunities to apply skills in the workforce in order to meet CTE standards.
Communications	Materials do not provide evidence to show that students are being provided with opportunities to gain experience with local businesses in relation to their chosen career pathways.
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
61%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

Material includes a variety of opportunities for students to demonstrate competency through different learning styles but does not show evidence of leveling support for students who are ELL or on IEP. Materials include multiple opportunities for teamwork and collaboration. Materials do not include activities which would allow students an opportunity to gain real-world experiential learning in their chosen career.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

Materials include multiple journaling activities and an online portfolio to assist with career exploration. However, the materials provide only video segments or PowerPoint slides. The materials do not involve any opportunities for students to complete an action item to demonstrate competency in the standard. Materials provide evidence of sufficient information being provided to students, but workforce experience, internship opportunities, and hands-on practicum are not evident.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

Material was reviewed for alignment with the Therapeutic Services Career Pathway. Material provides multiple opportunities for students to collaborate on career experience projects, enhancing interpersonal communication skills. Students have access to information on multiple pathways in the career cluster. Material does not provide evidence to support all standards are included in this pathway. Additionally, there is not communication between team members to facilitate the "multi-disciplinary" requirement for the standards within the 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

89%

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:

Instructional materials show evidence of sequencing, timeline guidance, and connections to standards within included pacing guide and throughout lesson plans. Standards are clearly connected to provided resources and lessons. Materials start with foundational type skills and activities then move to more specific activities for students to gain in depth skills. Materials are vertically aligned.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

Material includes various methods of experiential learning for students. Slides and video segments provide examples and information to support the learning process for average students. The materials do not demonstrate accessibility for all students within individual assignments in the classroom. Scaffolding for EL students and for students with learning exceptionalities are missing specific supports within each unit.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

Materials provide multiple opportunities and information for students to gain knowledge on obtaining certification. Instructional materials make connections between academic and technical knowledge as required by the standards. Materials include demonstrations of communication between community businesses and program to allow for opportunities to obtain certification with specific business partners. Each unit includes lessons that refer to specific technologies and tools that can be utilized within the various career pathways available to this career cluster.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

Material provides various platforms for both students and teachers to complete assessments and/or projects. Students can complete quizzes online and the teacher can monitor the progress of the students. However, the majority of assignments include activities that do not fully incorporate technology available to students and instead are hand-written or orally completed in class discussion. While technology information provided in the material is still relevant, it does not include activities that work with state-of-the-art technological tools within the career cluster.

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%	51%

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:

The pacing guide provided includes basic information on the number of days that should be spent on each unit. However, the instructional materials do not provide more specific information on timing of each section and/or assignment. The instructional materials integrate opportunities for digital learning such as interactive assignments and assessments. There is a general guide for students with exceptionalities but the guide does not provide explicit support for individual assignments or units within the course. The material does not include explicit support for students with learning exceptionalities nor is there evidence of consideration of EL students. The instructional materials such as slides do not include visual aids for EL support. Materials are also missing vocabulary acquisition support for students at different learning levels.

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 a variety of formative and summative assessments that measure student progress in all strands of the standards. However, the summative assessments are all formatted identically so students with different learning styles are not provided an equitable opportunity to demonstrate competency at the summative level. Material does not provide alternative assessments for students with exceptionalities (EL, Gifted, IEP). Explicit guidance/instruction/evidence to demonstrate the material is appropriate for students of culturally diverse backgrounds is missing. Leveling support within lessons or assignments is not evident.

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:

Materials do not address multiple ethnic descriptions, interpretations or perspectives of events and experiences for students from culturally diverse backgrounds. No specific reference is made in the reviewed materials that include reflection on personal life or societies as they relate to New Mexico culture past and present. Tools and resources related to content are appropriate to cultural context and language but do not provide outlooks to include a variety of perspectives. Materials do not represent a variety of cultural and linguistic perspectives or highlight diversity. Resources do not include scaffolding support for EL students or leveling supports for students on IEPs.

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 a 14-year veteran educator with a diverse background of experience in educational leadership, curriculum development, multi-cultural awareness, and best practices for lifelong learning. Along with a Master's degree in Curriculum and Instruction, reviewer holds a NM Level 3A Educator license that includes HQ endorsements in Mathematics, Science, Language Arts, Social Studies, Business Education, Technology Education, Health, Physical Education, Visual Arts, Family & Consumer Science, and TESOL.

Professional summary of material:

The course includes a variety of assignments that cater to various learning styles and provide multiple formative and summative assessments to allow students to demonstrate competency. However, the course does not include leveling of assignments or units nor does it provide alternative summative assessment options for students with learning exceptionalities or who are EL. Additionally, while there is mention of cultural differences within the course, opportunities for students to experience multiple perspectives within the coursework and to apply them to real-world experiences in the workforce are not apparent. There is no evidence of materials for Spanish speaking students. References and relevance to New Mexico culture and history is not present in materials.

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 ICEV - Nursing - CNA materials are online only and are easily accessible to navigate. The planning and pacing guides are logical but do not provide diverse resources. There are projects and activities like open ended discussion, but they do not include different and modified assignments or projects for the students with learning exceptionalities. Content specific to New Mexico is not present. The online materials are not available with Spanish resources and other translated materials. The instructional materials are integrated with high amount of texts in the slides, but they do not include the visuals and animation that naturally hook readers and will appeal to learners of multiple modalities.

Reviewer #: 33

Background and experience:

Reviewer is a veteran teacher of 24 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 have videos and slides to aid in the learning of the content. There are also a variety of activities and projects, but the material does not provide activities and projects for all modalities. Materials give many opportunities for multiple types of formative assessments, but the summative assessments are presented in only one style. They do not give opportunities for students to demonstrate mastery in any other way, so the assessments do not provide students with exceptionalities the opportunity to show mastery. Materials do not offer multiple ethnic perspectives including cultures from other areas, states, countries. They do not address any ethnicities specifically. There are no tools or resources that relate to diversity in culture and language. Materials are not presented in any language besides English.