

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 Personal & Business Finance (Individual Course); Core Online Bundle; 1 year license-25 students, 1 teacher	Publisher	CEV Multimedia, LLC
SE ISBN		TE ISBN	9798888640296
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

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

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:

Throughout the curriculum there are opportunities for students to interact and share, including their background. Also, some activities in the material allow students to affirm diverse cultural background. For example, in Multicultural Workplace playlist, one of the activities requires students to pretend that they are the president of a multicultural company and write a memo to their employees discussing the need for understanding of all cultures in the business environment. However, although the interviews mentioned by the publisher 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 curriculum, they do not explicitly address ethnicity; it is not fully integrated throughout the curriculum and 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 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 Personal & Business Finance 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, in the Introduction to Computers unit, the activities and projects cited do not specifically relate to computer-based equipment usage. In other places, the publisher does not provide evidence and the team did not find evidence that the instructional materials met the standards addressed. In the same Introduction to Computers unit, the publisher did not cite an activity for students to "use installation and operating manuals" and the team did not find evidence that the standard is met in the materials.

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
51%

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, the materials do not show that students will be able to put into practice those skills as required by the specific standard. For example, the Risk Management unit only presented an activity for students to analyze credit card contracts to start a business and not employ risk management strategies to avoid financial loss. In addition, it does not apply to Corporate Finance. In the Sales and Services lesson, the PowerPoint delivers information about building relationships with customers but has nothing to do with being able to "plan, monitor and manage day-to-day activities to ensure effective and efficient finance operations." No assessment or activity is cited.

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 standards' requirements and some are not finance specific. For example, the Sales and Services materials pertain to sales relationships in general but none pertain to day-to-day finance operations. Also, in the Managing Financial Services criteria, students are presented with a PowerPoint but no activity to show application of the knowledge and skills.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

The publisher provided evidence of engaging instructional materials. There was little follow through on evidence of appropriate student-centered activities to implement the skills and knowledge required by the standards. For instance, in the Budgeting for Business unit, the project asks students to plan a budget for a party or community or event. The criteria specifies managing financial resources to ensure business stability. Also, in the Ethical Practices in Business Finance lesson, the activity provides scenarios for students to consider and take a stand on ethically. They do not, however, "describe and follow laws and regulations to manage business operations and transactions in corporate finance" as specified in the criteria.

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

95%

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 contain 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 evidence of vertical alignment. For example, a pacing guide is available and standards alignment is provided in each lesson. The instructional materials progress in vertically aligned fashion by "pointing out knowledge and skills which should be learned 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, opportunities for coordinated and sequenced career development were not obvious from the citation provided. For example, the Instructional Guide page referred to does not relate to the standard, but elsewhere in the materials, career development is addressed.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

The instructional materials provide resources that "allow students to apply knowledge and skills in a variety of ways while utilizing concepts learned in other disciplines such as reading, speaking, listening, writing, science, social studies, and more". The materials include a variety of lessons that demonstrate that.

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 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
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 opportunity for digital learning, digital assessments, vocabulary handouts, and a list of lessons with pacing and a standard cross-reference 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. 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. Projects and activities provided can also be used to assess knowledge. Although there are a variety of assessments, and there is a Special Population Strategies guideline booklet provided in the materials, 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.

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:

Throughout the curriculum there are opportunities for students to interact and share, including their background. Also, some activities in the material allow students to affirm diverse cultural background. For example, in Multicultural Workplace playlist, one of the activities requires students to pretend that they are the president of a multicultural company and write a memo to their employees discussing the need for understanding of all cultures in the business environment. However, although the interviews mentioned by the publisher 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 curriculum, they do not explicitly address ethnicity; it is not fully integrated throughout the curriculum and 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. I have a master's degree in Communication majoring in Applied Media Studies. I have been teaching ELA for 13 years. I have been teaching Employability Skills to my middle school students for almost 5 years now. I have been part of a committee that reviews high quality materials for 3 years.

Professional summary of material:

The materials provide opportunities for students to hone their technical, academic, and employability knowledge and skills. The web-based nature of the materials directly uses technology to provide students with multiple lesson modalities (i.e. interactive assignments and handouts, video interview, PPT, and group projects). However, while the materials present and explain related concepts mostly through videos and facilitation PowerPoints, the materials do not provide evidence that students will be able to put into practice those skills as required by the specific standards and criteria. Additionally, although students are provided with opportunities to interact and affirm diverse cultural background, there are no specific student tasks that include cultures past and present in New Mexico. It is also important to note that the playlist units are not shuffled in categories or in alphabetized order, making it difficult and time consuming for reviewers to navigate, going to and fro, through the contents.

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 provides engaging interactive digital lessons; a variety of videos, handouts, activities, projects, and assessments; and contains a significant amount of content. However, navigation of the material, even with the initial aid of the "How to Review" video, is challenging. Some materials do not refer to the standard, and some do so only partially. Most often, the materials either do not meet the standard or criterion in terms of what students are asked to do (e.g., the standard might ask that a student "employ" or "utilize" the information, yet only informational content is provided rather than an activity or project) or do not directly and specifically address finance or some specific aspect of finance (such as business stability) required by the standard or criteria. Overall, there is a lack of lesson-specific and integrated differentiation and culturally and linguistically responsive instruction and resources.

Reviewer #: 69

Background and experience:

I am a Level III teacher and 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. While I don't have any teaching experience in Personal & Business Finance, I do possess experience in writing and editing curriculum maps for Spanish and World History contents 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:

While the instructional materials provide excellent teaching tools (PowerPoints, video segments and activities/projects/assessments), the format is difficult to navigate. Lists of chapter/units and the links to each unit are not numbered, alphabetized, or organized in any way that makes 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 excellent activity and project ideas that enrich the instructional materials and would be engaging for students.