

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 Welding (Individual Course); Core Online Bundle; 1 year license-25 students, 1 teacher | Publisher | CEV Multimedia, LLC |
| SE ISBN | | TE ISBN | 9798888640388 |
| 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

52%

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

31%

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:

Some of the lessons included in this program provide students the opportunity to work with partners or small groups. However, the material does not provide them the opportunity to share their cultural and linguistic backgrounds with each other. The instructional materials also lack in providing language supports. The instructional material does not highlight areas of diversity nor does it provide students the opportunity to share their background and interests. It does not highlight representations of a diversity of people and the contributions of various cultures are not depicted. The program does not provide multiple perspectives in any of the subjects covered. The instructional materials do incorporate the opportunity for students to reflect on their own lives, but it does not allow for deep reflection and discussion opportunities for cultures past and present in New Mexico. The program also does not portray diverse people and groups that shows respect for their race, religion, socioeconomic status, orientation or views.

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

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|---------------|
| Average Score |
| 40% |

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:

While many of the New Mexico CTE standards are addressed, the program does not fully meet the standards for students to be successful in the Manufacturing Career Cluster. Materials include opportunities for students to demonstrate skills and knowledge pertaining to the development of a career choice through exploratory research and projects across core content areas, such as, math, language arts, and computer science. Duplicative research based assignments are not always sufficient to engage students in critical thinking and engagement. In addition, materials are often duplicative and do not clarify the importance of transitioning to the next level of education or adequately address nor provide physical materials needed to support student learning in laboratory settings for the Multimedia, Welding career pathway.

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

23%

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 the manufacturing career cluster; however, many of the activities and projects do not address the CCTC standards. Many of the standards clearly state the requirement for students to demonstrate, use, or apply the skills in focus. However, the instructional materials cover the content of those standards at a superficial level by having students read, research, or discuss only. There are few to no opportunities for students to apply the skills and knowledge gained in each lesson. For example, students are required to research a common household item to determine how it was manufactured, but are not given the opportunity to actually produce quality products themselves.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

The instructional materials do not closely align to the CCTC standards for the manufacturing career cluster. The instructional materials include lessons that allow students to choose, research, and compare career options in the manufacturing career cluster. Students are given the opportunity to evaluate the skill sets needed for these careers. Students conduct research to obtain information in the following areas: salary, education, training requirements, and national/local employment projections and trends. However, students are not given the opportunity to evaluate the role of manufacturing in society and the economy. The lessons in the instructional materials include activities where students create a health and environmental safety inspection checklist including work procedures and hazards. However, the activity does not encourage students to specify the federal, state and local regulations as they create their checklist. The program provides PowerPoint slides and videos on career plans, but it lacks in providing a way for students to apply that knowledge. The program provides opportunities for students to research a hazardous substance used in the manufacturing industry and discuss the appropriate strategies for handling, storing and disposing the material based on OSHA guidelines. The instructional materials include activities where students conduct interviews pertaining to professions within the manufacturing industry. The lesson requires that the students' interview questions focus on the skills those professionals must possess to carry out their duties. However, the lesson lacks in providing an opportunity for the students to research and apply workplace knowledge within the manufacturing industry.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

The instructional materials do not align with most of the CCTC standards for the career pathway. A majority of the instructional materials rely on PowerPoint presentations and video segments to present information to students. For example, the program includes PowerPoint slide on manufacturing of common household items, but it does not provide students with the opportunity to research, design and implement the manufacturing process. The instructional materials also include PowerPoint slides on manufacturing management and safety as well as activities that allow students to research safe production of products. However, the activities do not provide students with the opportunity to actually monitor, promote and maintain a safe and productive workplace. Finally, there are PowerPoint slides on quality control as well as activities where students research and then write a short paragraph on best practices to improve the quality of a project, the project processes, and project outcomes. However, the program does not provide students with the opportunity to implement improvement processes within manufacturing production.

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:

Instructional materials presented in the ICEV program are laid out in a sequence of courses and competencies across secondary education in order for students to build upon employability skills needed for entering professions within the manufacturing career clusters pathway. Lesson plans and activities advance progressively with the attainment of objectives to build students' depth of knowledge and skills for academic success. Resources for teachers and students include an instructional guide (PPT presentation), which is an overview of the sections and explains how to use the program, including its online materials. In addition, a pacing guide provides a playlist of lesson titles for sequencing the course with the number of days that it takes to teach a segment, which align vertically with the NM Content Standards and Benchmarks for Career and Technical Education Grades 7-12. Each section of the materials begin with a PowerPoint presentation to guide students and teachers on the main concepts, and end in assessment tools that measure student progress at the end of units (including connections to Google Classroom for turning in projects).

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

Instructional materials presented in the ICEV program provide a variety of learning activities to engage students in learning. For example, students and teachers are able to use the interactive online platform and printed materials for lessons and activities such as research projects for individual career interest plans and the development of a student portfolio, which support career making decisions for most students. However, some materials provided do not adequately challenge learners to solve difficult problems and produce artifacts in creative ways that support learning through multiple modalities and structures. Examples of projects include students writing and creating a skit to show good/bad workplace habits, producing posters that highlight workplace hazards, investigating objects that are manufactured, and describing how they are made. Students also learn to manage conflicts within a work setting by writing a story explaining how a resolution came about using strategies from the PPT presentations.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

Instructional materials provide students and teachers with career development information through a variety of activities that culminate in individual career portfolios. ICEV materials reference certification information through chapter slide presentations but do not provide student pathways to obtaining certifications to begin careers in the manufacturing careers cluster. It also provides information about preparation for testing platforms that exist outside of the materials. Additionally, materials incorporate technical academic knowledge and skills across disciplines, including computer science applications and software, mathematics, and English. In one project, students produce written communication by simulating editor's remarks, write a blog, and keep class notes throughout the course. Materials also include career research on topics and career exploration, including interviewing professionals within an industry to discover details about jobs. In another project, students must develop a business and determine factors that may impact their businesses based on the impact of a global economy. Lastly, students examine the rights and responsibilities of workers and employers in the workplace to maintain workplace health and safety, but students are not provided with work tasks to simulate the safety skills.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

The instructional materials include instructional guides and provide the instructor the opportunity to create due dates through the online platform to promote productivity. Students are also able to submit interactive assignments and assessments online. Since the program is online, it has the capability to upload new lessons based on evolving statistics, industry changes, and trends.

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 |
| 31% | 57% |

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 instructional materials provide a pacing guide for each course, but some of the lessons are measured by time while others are measured by PowerPoint slides. While the materials do integrate technology use throughout the lessons including interactive lessons and digital assessments, there are few opportunities available for students to use technology relevant to the Manufacturing Career Cluster. The instructional materials incorporate features that aid students and teachers in making meaning of the text such as vocabulary handouts. Although the program does not provide linguistic support for English Learners and Culturally and Linguistically Diverse students specifically, it does embed accommodations and modifications for other special populations. Students are often provided with the opportunity to work in small groups to support and learn from one another.

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 instructional materials include a variety of assessment resources and tools to assist teachers with the implementation of collecting data to measure student progress. The form of assessment aligns with the standards being taught. Informal assessments provide teachers with real time data to help make decisions of the progress students are making in each strand of the NM standards and benchmarks. While the curriculum does provide assessments built into the lessons, it also includes activities and projects in order to assess students' comprehension and skills. The instructional materials provide strategies to support special populations by providing accommodations, modifications, and extensions listed in the lesson plans. However, most of those accommodations and modifications are specifically created for special populations such as advanced students and some for students with special needs requiring specific accommodations and modifications. The program lacks assessment alternatives for English Learners and Culturally and Linguistically Diverse 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:

Some of the lessons included in this program provide students the opportunity to work with partners or small groups. However, the material does not provide them the opportunity to share their cultural and linguistic backgrounds with each other. The instructional materials also lack in providing language supports. The instructional material does not highlight areas of diversity nor does it provide students the opportunity to share their background and interests. It does not highlight representations of a diversity of people and the contributions of various cultures are not depicted. The program does not provide multiple perspectives in any of the subjects covered. The instructional materials do incorporate the opportunity for students to reflect on their own lives, but it does not allow for deep reflection and discussion opportunities for cultures past and present in New Mexico. The program also does not portray diverse people and groups that shows respect for their race, religion, socioeconomic status, orientation or views.

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 and do not address multiple ethnic descriptions, interpretations, or perspectives of events and experiences. 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 Education degree from Eastern New Mexico University and an Associate of General Studies degree from Clovis Community College. I am a level II teacher with seven 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 of 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:

After reviewing the material, I do not to recommend the iCEV Medical Welding curriculum for adoption for New Mexico schools and districts. Although the program offers various supports for instructional planning including alignment with some of the NM standards and benchmarks, not all standards are addressed within the materials overall. The material does not represent a comprehensive plan that assists students in preparing for careers in the medical/welding career clusters. Some projects allow students to collaborate with others to promote student engagement, but materials do not provide opportunities to include connections to real world experiences with respect toward the cultural differences (including perspectives of indigenous peoples and gender affirming points of view) and families that make up a part of our New Mexico culture. Many of the activities presented are research based and are not specific to related industries. The narrative of the Powerpoint presentations is mostly informational and facts based on topics related to work within these professions. They do not deliver student prompts toward participation or discourse to assess student understanding. Directions within some activities and handouts are not explicit and leave gaps in the approaches and strategies that students and teachers would use to accomplish tasks and meet objectives. Strategies offered are not fluent throughout the material and do not represent common and data based pedagogical practices toward student success (differentiation strategies and structures are limited). In addition, many activities do not provide students a chance to use higher levels of critical thinking and are only informational and superficial. Research activities are not specific to the manufacturing careers clusters. Vocabulary assignments support fundamental skills in language arts but are not provided in multiple languages. The online platform allows students and teachers to work progressively through activities for advancement and monitoring but does not provide direct pathways for certification into the industry.

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 Welding program for New Mexico teachers, schools, and districts. Although it is a comprehensive program that gives teachers many useful online tools that have the ability to be easily updated and kept current, it is missing items that would make it a complete curriculum for New Mexico. Although there are several activities available for students to work interactively with the curriculum, and activities that have students work both individually and in groups, many of the tasks are not connected to the standards listed and 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 through hands-on experiences. Even though opportunities for students are presented for certifications in various Career Pathways, the program itself does not lead to students planning for 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 that contain students of diverse cultures and languages. Many of the materials address most of the content standards but lack in the areas of Cultural and Linguistic responsiveness. 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.