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|  | <h2>F.4 Education and Training Career Cluster</h2> | | |
| PROVIDER/PUBLISHER / MATERIAL INFORMATION (TO BE COMPLETED BY PROVIDER/PUBLISHER) | | | |
| Provider/Publisher / Imprint: | | Grade(s): | |
| Title of Student Edition: | | Student Edition ISBN: | |
| Title of Teacher Edition: | | Teacher Edition ISBN: | |
| Title of SE Workbook: | | SE Workbook ISBN: | |
| PUBLISHER CITATION VIDEO: Must be viewed before starting the review of this set of materials. | | | |
| Citation Video Link: | | | |
| Citation video certification: | I certify that I have viewed the citation video for this specific publisher and set of materials. | | |
| Digital Material Log In (if applicable): | Website: | Username: | Password: |
| SCORING (TO BE COMPLETED BY REVIEWER AND FACILITATOR) | | | |
| Reviewer Number: | | Date: | |

Section 1: Standards Review--CTE

PROVIDER/PUBLISHER INSTRUCTIONS:

- Provider/Publisher citations for this section will refer to the **Teacher Edition (teacher-facing core material)** and/or **Student Edition/Student Workbook (student-facing core material)**. The cited Teacher Edition, Student Edition, and/or Student Workbook should correspond with titles and ISBNs entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the provider/publisher will enter two citations per standard (Columns C and G). Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. **Each citation should cover no more than 3 pages within the materials.**
 - o **Columns C and G:** Enter one citation in Column C and one citation in Column G from either the **Teacher Edition (teacher-facing core material)** OR **Student Edition/Student Workbook (student-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **Any cells grayed out do not require a citation.**
- The material will be scored for alignment with each standard as “Meets expectations,” “Partially meets expectations,” or “Does not meet expectations” based on the citations provided.
 - o **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

Reviewer directions for CTE Standards Review:

Columns C-F: The provider/publisher will provide a citation from the **Teacher Edition (teacher-facing core material) OR Student Edition/Student Workbook (student-facing core material) (print and/or digital)** for each standard. Review the cited material and score the material by determining the degree to which it meets the standard:

- o M = Meets the standard
- o P = Partially meets the standard
- o D = Does not meet the standard

Evidence for the publisher citations is required *only* if you score the materials with a D. For your evidence for each standard that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.

o Each score cell (column D) will turn green as you score the materials.

Columns G-J: The provider/publisher will provide a citation from the **Teacher Edition (teacher-facing core material) OR Student Edition/Student Workbook (student-facing core material) (print and/or digital)** for each standard. Review the cited material, score the material by determining the degree to which it meets the standard, and **provide evidence from the material to support your determination:**

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o Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate if formulated to do so.

o Each score cell (column H) and evidence cell (column J) will turn green as you score the materials.

| Criteria # | Content Standards for Career and Technical Education | Provider/Publisher Citation | Score | If Scored D: Reviewer's Evidence for Publisher Citation | Provider/Publisher Citation | Score | Required: Reviewer's Evidence for Publisher Citation | Comments, other citations, or feedback |
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STRAND 1: ACADEMIC FOUNDATIONS

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| 1 | CONTENT STANDARD 1: Students will achieve the academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities common to all career clusters. Students will: | | | | | | | |
| 2 | (a) complete required training, education and certification to prepare for employment in a particular career field; | | | | | | | |
| 3 | (b) demonstrate knowledge and skills in language arts required to pursue the full range of postsecondary education and career opportunities; | | | | | | | |
| 4 | (c) demonstrate knowledge and skills of mathematics required to pursue the full range of postsecondary education and career opportunities; and | | | | | | | |
| 5 | (d) demonstrate knowledge and skills of science required to pursue the full range of postsecondary and career education opportunities. | | | | | | | |

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| 6 | CONTENT STANDARD 2: Students will develop specific language arts, math and science skills required to pursue pathway opportunities within a career cluster. Students will: | | | | | | | |
| 7 | (a) demonstrate knowledge and skills of language arts specific to a career pathway opportunity; | | | | | | | |
| 8 | (b) demonstrate knowledge and skills of mathematics specific to a career pathway opportunity; and | | | | | | | |
| 9 | (c) demonstrate knowledge and skills of science specific to a career. | | | | | | | |
| STRAND 2: COMMUNICATIONS | | | | | | | | |
| 10 | CONTENT STANDARD 1: Students will use oral and written communication skills in creating, expressing and interpreting information and ideas, including technical terminology and information. Students will: | | | | | | | |
| 11 | (a) select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary; | | | | | | | |
| 12 | (b) demonstrate use of the concepts, strategies and systems for obtaining and conveying ideas and information to enhance communication in the workplace; | | | | | | | |
| 13 | (c) locate, organize and reference written information from various sources to communicate with co-workers and clients/participants | | | | | | | |
| 14 | (d) evaluate and use information resources to accomplish specific occupational tasks; | | | | | | | |
| 15 | (e) use correct grammar, punctuation and terminology to write and edit documents; | | | | | | | |
| 16 | (f) develop and deliver formal and informal presentations using appropriate media to engage and inform audiences; | | | | | | | |
| 17 | (g) interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants; | | | | | | | |
| 18 | (h) develop and interpret tables, charts and figures to support written and oral communications; | | | | | | | |
| 19 | (i) listen to and speak with diverse individuals to enhance communication skills; and | | | | | | | |
| 20 | (j) exhibit public relations skills to increase internal and external customer/client satisfaction. | | | | | | | |

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| 21 | CONTENT STANDARD 2: Students will locate, organize and reference written information from various sources to compose and prepare oral and written communications to convey technical concepts and company information. Students will: | | | | | | | |
| 22 | (a) use writing and organizational skills to construct reports, graphs and tables; | | | | | | | |
| 23 | (b) identify the main ideas of an informational text and determine the essential elements of the text; and | | | | | | | |
| 24 | (c) identify and prepare support materials for an oral presentation. | | | | | | | |

STRAND 3: PROBLEM SOLVING AND CRITICAL THINKING

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| 25 | CONTENT STANDARD 1: Students will solve problems using critical thinking skills (analyze, synthesize and evaluate) independently and in teams, using creativity and innovation. Students will: | | | | | | | |
| 26 | (a) employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate); | | | | | | | |
| 27 | (b) employ critical thinking and interpersonal skills to resolve conflicts with staff or customers; | | | | | | | |
| 28 | (c) identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability; and | | | | | | | |
| 29 | (d) conduct technical research to gather information necessary for decision-making. | | | | | | | |

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| 30 | CONTENT STANDARD 2: Students will demonstrate the ability to evaluate and verify the appropriateness of a solution to a problem. Students will: | | | | | | | |
| 31 | (a) understand problem-solving techniques; and | | | | | | | |
| 32 | (b) study potential, real and perceived emergency situations to recognize and implement appropriate safety and security measures. | | | | | | | |

STRAND 4: INFORMATION TECHNOLOGY APPLICATIONS

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| 33 | CONTENT STANDARD 1: Students will use information technology tools specific to the career cluster to access, manage, integrate and create information. Students will: | | | | | | | |
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| 34 | (a) use personal information management (PIM) applications to increase workplace efficiency; | | | | | | | |
| 35 | (b) employ technological tools to expedite workflow; | | | | | | | |
| 36 | (c) operate internet applications to perform workplace tasks; | | | | | | | |
| 37 | (d) operate writing and publishing applications to prepare business communications; | | | | | | | |
| 38 | (e) operate presentation applications to prepare and deliver presentations; | | | | | | | |
| 39 | (f) employ spreadsheet applications to organize and manipulate data; | | | | | | | |
| 40 | (g) employ database applications to manage data; and | | | | | | | |
| 41 | (h) employ computer operations applications to manage work tasks. | | | | | | | |
| 42 | CONTENT STANDARD 2: Students will recognize and use information technology tools to access, manage, integrate, create and share information within a designated career pathway. Students will: | | | | | | | |
| 43 | (a) use computer-based equipment (containing embedded computers or processors) to control devices; | | | | | | | |
| 44 | (b) employ collaborative/groupware applications to facilitate group work; and | | | | | | | |
| 45 | (c) use installation and operating manuals. | | | | | | | |
| STRAND 5: SYSTEMS | | | | | | | | |
| 46 | CONTENT STANDARD 1: Students will demonstrate understanding of roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment. Students will: | | | | | | | |
| 47 | (a) describe the nature and types of business organizations to build an understanding of the scope of organizations; and | | | | | | | |
| 48 | (b) implement quality control systems and practices to ensure quality products and services. | | | | | | | |
| 49 | CONTENT STANDARD 2: Students will identify how key organizational systems and government affect organizational performance and the quality of products and services. Students will: | | | | | | | |

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|--|---|--|--|--|--|--|--|--|
| 50 | (a) identify occupation-specific governmental regulations and national, state and local building codes to establish workplace/jobsite regulations and codes; | | | | | | | |
| 51 | (b) identify workplace/jobsite environmental hazards in order to promote workplace/jobsite safety; and | | | | | | | |
| 52 | (c) understand global context of industries and careers. | | | | | | | |
| STRAND 6: SAFETY, HEALTH AND ENVIRONMENTAL MANAGEMENT | | | | | | | | |
| 53 | CONTENT STANDARD 1: Students will demonstrate understanding of the importance of health, safety and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. Students will: | | | | | | | |
| 54 | (a) implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments; | | | | | | | |
| 55 | (b) complete work tasks in accordance with employee rights and responsibilities and employer's obligations to maintain workplace safety and health; | | | | | | | |
| 56 | (c) employ emergency procedures as necessary to provide aid in workplace accidents; and | | | | | | | |
| 57 | (d) employ knowledge of response techniques to create a disaster or emergency response plan. | | | | | | | |
| 58 | CONTENT STANDARD 2: Students will follow organizational policies and procedures and contribute to continuous improvement in performance and compliance. Students will: | | | | | | | |
| 59 | (a) understand health and safety standards and concepts in the workplace; and | | | | | | | |
| 60 | (b) implement procedures to protect the health and safety of all individuals. | | | | | | | |
| STRAND 7: LEADERSHIP AND TEAMWORK | | | | | | | | |
| 61 | CONTENT STANDARD 1: Students will use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. Students will: | | | | | | | |
| 62 | (a) employ leadership skills to accomplish organizational goals and objectives; | | | | | | | |

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| 63 | (b) employ organizational and staff development skills to foster positive working relationships and accomplish organizational goals; | | | | | | | |
| 64 | (c) employ teamwork skills to achieve collective goals and use team members' talents effectively; | | | | | | | |
| 65 | (d) establish and maintain effective working relationships with all levels of personnel and other departments in order to accomplish objectives and tasks; | | | | | | | |
| 66 | (e) conduct and participate in meetings to accomplish work tasks; and | | | | | | | |
| 67 | (f) employ mentoring skills to inspire and teach others. | | | | | | | |
| 68 | CONTENT STANDARD 2: Students will employ conflict identification and resolution to achieve organizational goals and objectives. Students will: | | | | | | | |
| 69 | (a) use conflict resolution skills to maintain a smooth workflow; and | | | | | | | |
| 70 | (b) use human relations skills to work cooperatively with co-workers and foster good relations between different cultures, genders and backgrounds. | | | | | | | |
| STRAND 8: ETHICS AND LEGAL RESPONSIBILITIES | | | | | | | | |
| 71 | CONTENT STANDARD 1: Students will know and understand the importance of professional ethics and legal responsibilities. Students will: | | | | | | | |
| 72 | (a) apply ethical reasoning to a variety of workplace situations in order to make ethical decisions; and | | | | | | | |
| 73 | (b) interpret and explain written organizational policies and procedures to help employees perform their jobs according to employer rules and expectations. | | | | | | | |
| 74 | CONTENT STANDARD 2: Students will apply business laws and regulations to business situations. Students will: | | | | | | | |
| 75 | (a) apply laws and regulations to personnel situations; and | | | | | | | |
| 76 | (b) apply knowledge of copyright laws to business situations. | | | | | | | |
| STRAND 9: EMPLOYABILITY AND CAREER DEVELOPMENT | | | | | | | | |

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| 77 | CONTENT STANDARD 1: Students will know and understand the importance of employability skills. Students will: | | | | | | | |
| 78 | (a) identify and demonstrate the use of positive work behaviors and personal qualities needed to be employable; | | | | | | | |
| 79 | (b) develop a personal career plan to meet career goals and objectives; and | | | | | | | |
| 80 | (c) demonstrate skills related to seeking and applying for employment to find and obtain a desired job. | | | | | | | |
| 81 | CONTENT STANDARD 2: Students will explore, plan and effectively manage careers. Students will: | | | | | | | |
| 82 | (a) maintain a career portfolio to document knowledge, skills and experience in a career field; | | | | | | | |
| 83 | (b) demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals; | | | | | | | |
| 84 | (c) identify and exhibit traits for retaining employment to maintain employment once secured; | | | | | | | |
| 85 | (d) identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster; | | | | | | | |
| 86 | (e) recognize and act upon requirements for career advancement to plan for continuing education and training; | | | | | | | |
| 87 | (f) continue professional development to keep current on relevant trends and information within the industry; | | | | | | | |
| 88 | (g) examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements; | | | | | | | |
| 89 | (h) examine employment opportunities in entrepreneurship to consider entrepreneurship as an option for career planning; and | | | | | | | |
| 90 | (i) understand the essential principles of an entrepreneurial organization. | | | | | | | |
| STRAND 10: TECHNICAL SKILLS | | | | | | | | |

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| 91 | CONTENT STANDARD 1: Students will demonstrate the use of technical knowledge and skills required to pursue careers in all career clusters, including knowledge of design, operation and maintenance of technological systems critical to the career cluster. Students will: | | | | | |
| 92 | (a) employ information management techniques and strategies in the workplace to assist in decision-making; and | | | | | |
| 93 | (b) employ planning and time management skills and tools to enhance results and complete work tasks. | | | | | |
| 94 | CONTENT STANDARD 2: Students will apply and demonstrate technical skills required for career specialties within a selected career pathway. Students will: | | | | | |
| 95 | (a) understand technical skill requirements within the career field's techniques; and | | | | | |
| 96 | (b) establish criteria to identify technical skills needed to run an industry efficiently. | | | | | |

Section 1: Standards Review--Common Career Technical Core for CTE

PROVIDER/PUBLISHER INSTRUCTIONS:

- Provider/Publisher citations for this section will refer to the **Teacher Edition (teacher-facing core material)** and/or **Student Edition/Student Workbook (student-facing core material)**. The cited Teacher Edition, Student Edition, and/or Student Workbook should correspond with titles and ISBNs entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.
- For this section, the provider/publisher will enter two citations per benchmark for the Pathway(s) your materials address (Columns C and G). **You MUST enter a citation for each career cluster benchmark (#1-11), as they apply to any and all pathways in the cluster.** Each citation should direct the reviewer to a specific location in the materials that best meets the benchmark. The citations should be concise and should allow the reviewer to easily determine that all components of the benchmark have been met. **Each citation should cover no more than 3 pages within the materials.**
 - o **Columns C and G:** Enter one citation in Column C and one citation in Column G from either the **Teacher Edition (teacher-facing core material)** OR **Student Edition/Student Workbook (student-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the benchmark.
- The material will be scored for alignment with each standard as “Meets expectations,” “Partially meets expectations,” or “Does not meet expectations” based on the citations provided.
 - o **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

Reviewer directions for CCTC Review:

Columns C-F: The provider/publisher will provide a citation from the **Teacher Edition (teacher-facing core material) OR Student Edition/Student Workbook (student-facing core material) (print and/or digital)** for each benchmark. Review the cited material and score the material by determining the degree to which it meets the benchmark:
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 o D = Does not meet the benchmark
 Evidence for the publisher citations is required *only* if you score the materials with a D. For your evidence for each benchmark that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.
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| Criteria # | Common Career Technical Core for CTE: Education and Training | Provider/Publisher Citation | Score | If Scored D: Reviewer's Evidence for Publisher Citation | Provider/Publisher Citation | Score | Required: Reviewer's Evidence for Publisher Citation | Comments, other citations, notes |
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EDUCATION AND CAREER TRAINING CAREER CLUSTER (ED)

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|---|--|--|--|--|--|--|--|--|
| 1 | Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. | | | | | | | |
| 2 | Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. | | | | | | | |
| 3 | Use critical thinking to process educational communications, perspectives, policies or procedures. | | | | | | | |
| 4 | Evaluate and manage risks to safety, health and the environment in education and training settings. | | | | | | | |
| 5 | Demonstrate group collaboration skills to enhance professional education and training practice. | | | | | | | |
| 6 | Analyze ethical and legal policies of professional education and training practice. | | | | | | | |
| 7 | Explain legal rights that apply to individuals and practitioners within education and training settings. | | | | | | | |

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| 8 | Demonstrate ethical and legal behavior within and outside of education and training settings. | | | | | | | |
| 9 | Describe state-specific professional development requirements to maintain employment and to advance in an education and training career. | | | | | | | |
| 10 | Apply organizational skills and logic to enhance professional education and training practice. | | | | | | | |
| 11 | Demonstrate group management skills that enhance professional education and training practice | | | | | | | |
| Administration & Administration Support Career Pathway (ED-ADM) | | | | | | | | |
| 12 | Use research-based practices to develop, communicate and enlist support for a vision of success for all learners. | | | | | | | |
| 13 | Identify behaviors necessary for developing and sustaining a positive learning culture. | | | | | | | |
| 14 | Create instructional programs to meet the learning organization's objectives. | | | | | | | |
| 15 | Identify instructional practices that meet the learning organization's objectives. | | | | | | | |
| 16 | Model leadership skills for personnel in order to improve the performance of the learning organization. | | | | | | | |
| 17 | Identify operations to meet the learning organization's objectives. | | | | | | | |
| 18 | Plan strategically to meet the learning organization's objectives. | | | | | | | |
| 19 | Apply internal and external resources to meet the learning organization's objectives and learner needs. | | | | | | | |
| 20 | Describe advocacy strategies to promote the learning organization's needs. | | | | | | | |
| Professional Support Services Career Pathway (ED-PS) | | | | | | | | |
| 21 | Identify strategies, techniques and tools used to determine the needs of diverse learners. | | | | | | | |
| 22 | Implement methods to enhance learner success. | | | | | | | |
| 23 | Identify resources and support services to meet learners' needs. | | | | | | | |
| 24 | Identify resources and support services available in the learning organization to enhance the learning environment. | | | | | | | |
| Training Career Pathway (ED-TT) | | | | | | | | |
| 25 | Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs. | | | | | | | |

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| 26 | Employ knowledge of learning and developmental theory to describe individual learners. | | | | | | | |
| 27 | Use content knowledge and skills of instruction to develop standards-based goals and assessments. | | | | | | | |
| 28 | Identify materials and resources needed to support instructional plans. | | | | | | | |
| 29 | Establish a positive climate to promote learning. | | | | | | | |
| 30 | Identify motivational, social and psychological practices that guide personal conduct. | | | | | | | |
| 31 | Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures. | | | | | | | |
| 32 | Demonstrate flexibility and adaptability in instructional planning. | | | | | | | |
| 33 | Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans. | | | | | | | |
| 34 | Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development. | | | | | | | |
| 35 | Implement strategies to maintain relationships with others to increase support for the organization. | | | | | | | |

Section 2: CTE Content Review

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|------------|---|-----------------------------|-------|---|-----------------------------|-------|--|----------------------------------|
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FOCUS AREA 1 SEQUENCING AND ARTICULATION:
Instructional materials show sequencing and articulation within and across grade bands and/or pathways.

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|---|--|--|--|--|--|--|--|--|
| 1 | Instructional materials include a sequence of courses and/or competencies across secondary education that incorporates technical, academic and employability knowledge and skills. | | | | | | | |
| 2 | Instructional materials start with broad foundational knowledge and skills and progress in specificity to build students' depth of knowledge and skills. | | | | | | | |
| 3 | Content and standards within the instructional materials are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education. | | | | | | | |

FOCUS AREA 2 ENGAGING INSTRUCTION:
Instructional materials are engaging for students.

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| 4 | Instructional materials provide project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning. | | | | | | | |
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| 5 | Instructional materials incorporate comprehensive career development that is coordinated and sequenced to promote and support the career decision-making and planning of all students. | | | | | | | |
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**FOCUS AREA 3 CAREER DEVELOPMENT:
Instructional materials provide career development information for students.**

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| 6 | Instructional materials provide opportunities and information on obtaining certifications in pathway related careers. | | | | | | | |
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| 7 | Instructional materials emphasize the connection between academic and technical knowledge and skills, including through cross-disciplinary collaboration. | | | | | | | |
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| 8 | Instructional materials incorporate relevant equipment, materials and/or technology to support learning. | | | | | | | |
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**FOCUS AREA 5 TECHNOLOGY:
Instructional materials incorporate opportunities to use industry appropriate technology.**

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| 9 | Instructional materials provide students with opportunities to use technology to enhance productivity. | | | | | | | |
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| 10 | Instructional materials offer up-to-date, current technology information and trends for the course and future trends in the industry. | | | | | | | |
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| Section 2: All Content Review | | | | |
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| PROVIDERS/PUBLISHERS: <ul style="list-style-type: none"> The All Content tab will be completed solely by the reviewers. They will score each criterion and provide evidence for their score from the material based on their overall review of the material. You will not provide any citations for this tab. The material will be scored for alignment with each criterion as “Meets expectations,” “Partially meets expectations,” or “Does not meet expectations”. | | | | |
| Reviewer directions for All Content Review: | | Columns C-F: The criteria presented on this tab will be scored and evidence provided based on your overall review of the materials. Review the material, score the material by determining the degree to which it meets each criterion, and provide evidence from the material to support your determination: <ul style="list-style-type: none"> M = Meets the criterion P = Partially meets the criterion D = Does not meet the criterion Your evidence should speak to where in the materials you have found the evidence as well as what is in the materials that supports the score given. <ul style="list-style-type: none"> Each score cell (column C) and evidence cell (column E) will turn green as you score the materials. Any cells grayed out do not require a score or evidence. | | |
| Criteria # | All Content Criteria | Score | Required: Reviewer’s Evidence from Material | Comments, citations, notes |
| FOCUS AREA 1 RESOURCES AND SUPPORTS FOR TEACHERS AND STUDENTS: Instructional materials provide teacher resources to support planning and supports for all students. | | | | |
| 1 | Instructional materials provide a list of lessons in the Teacher Edition or teacher-facing core material (in print or clearly distinguished/accessible as a teacher-facing core material in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter, and unit. | | | |
| 2 | Instructional materials integrate opportunities for digital learning, including interactive digital components, and digital assessment. | | | |
| 3 | Instructional materials incorporate features that aid students and teachers in making meaning of the text. | | | |
| 4 | Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content. | | | |
| 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. | | | | |

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| 5 | Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. <i>(Adopted New Mexico Content Standards for 2023: 7-12 Career and Technical Education Standards; CSTA K-12 Computer Science Standards; K-12 Health Education Standards; K-12 Physical Education Standards)</i> | | | |
| 6 | Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives. | | | |
| 7 | Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs 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. | | | | |
| 8 | Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions. | | | |
| 9 | Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language. | | | |
| 10 | Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept. | | | |
| 11 | Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico. | | | |
| 12 | Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences. | | | |