

**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](#)

<b>Text Title</b>	Allied Health Assistant 1a/1b one year student license	<b>Publisher</b>	eDynamic Holdings LP
<b>SE ISBN</b>	9781959433125	<b>TE ISBN</b>	
<b>SW ISBN</b>		<b>Grade Level/Content</b>	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

91%

**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

82%

**FOCUS AREA 3 CULTURAL AND LINGUISTIC PERSPECTIVES AND RESPONSIVENESS:**

**Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives.**

*Statements of appraisal and supporting evidence:*

Instructional materials inform culturally and linguistically responsive pedagogy (1A Unit 1 Lesson 3): "It's also important to remember that patients and clients come from all ethnic and cultural backgrounds, speak many languages and have various religious practices. The diversity in culture, gender, age, sexual orientation, gender expression, and religious beliefs must not impact the care provided. All individuals have the right to access equitable health care." Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language through a review of the IES learning objectives in Interpersonal & Employability Skills through student activities in self-understanding, accountability, critical thinking, and digital literacy. Engagement in critical reflection about societies is embedded throughout the units in discussions, activities, labs, and work-based learning experiences. Reflection is not specific to cultures past and present in NM. The material does not explicitly address multiple ethnic descriptions, interpretations, or perspectives. Course instructors must edit activities to include themes, websites, documents, and resources to meet particular views and needs. Multiple ethnic descriptions, interpretations, or perspectives of events and experiences are addressed through reminders of care.

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

Average Score
85%

**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:*

Overall, the eDynamic Learning Allied Health Assistant material aligns with the New Mexico Career and Technical Education standards. The eDynamic Learning materials include sequential units designed to support today's students in a blended, online, or project-based multimodal environment for students to engage in the content. Projects, activities, assessments, and resources are related to careers as an allied health assistant.

**STRAND ALIGNMENT**

Materials align with specific CTE content strands. *(Optional)*

<b>Strand:</b>	<i>Statements of appraisal and supporting evidence:</i>
Technical Skills	All lessons cover eight medical tech assistant fields, giving overviews, scenarios, related graphics, and a summary of roles and responsibilities. Critical thinking scenarios are included in every section; however, all units do not include regulatory manuals and machinery use and maintenance/operating manuals.
Leadership and Teamwork	Material aligns with the CTE standards in the text, labs, writing projects, and critical thinking components. Students connect to multidisciplinary team decisions and discern medication amounts independently and collaboratively. Students explain the characteristics of health assistant services and detail the specific roles of team members. Instructional material does not provide particular leadership skills to reach organizational goals and objectives.
Academic Foundations	Instructional material provides students with lessons and activities that enhance their mathematical, language arts, and science skills and the technical skills required to secure employment in a particular career field.
Ethics and Legal Responsibilities	The instructional material provides students with lessons and activities that teach about the relevance of ethical practices and legal responsibilities in a specific career field; however, it does not provide lessons and/or instructional opportunities to learn about laws and regulations related to the specific career fields.
Problem Solving and Critical Thinking	Materials align with CTE standards for problem-solving and critical thinking. Each unit comprises essential critical thinking assignments, problem-solving discussions, and lab activities. These encourage the students to employ critical thinking and concrete thinking (basic math skills), and to expand diverse perspectives and empathy.

**CCTC Standards Review** - Materials are reviewed for alignment with the state adopted Common Career Technical Core Career Cluster and Career Pathway standards.

Average Score
95%

#### OVERALL ALIGNMENT

**Materials align with the CCTC standards.**

*Statements of appraisal and supporting evidence:*

The CCTC standards are met by providing students with specific academic knowledge, the scope of practices, legal and ethical responsibilities, communication, and treatment protocols. Throughout the materials are opportunities addressing the standards, such as in Unit 8, Lessons 2 and 3, where students are provided with steps to assess, monitor and report a patient's health status to the medical treatment team. Treatment goals are not addressed.

#### CAREER CLUSTER

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

*Statements of appraisal and supporting evidence:*

Instructional material aligns with CCTC standards for the Health Sciences Career Cluster by providing students with opportunities to learn about the job scope of specific career fields. For instance, in 1b, Unit 4, Lesson 1, all paragraphs provide students with detailed academic knowledge (Respiratory System) to become an Allied Health Assistant (Respiratory Care AHA).

#### CAREER PATHWAY(S)

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

*Statements of appraisal and supporting evidence:*

The materials were reviewed for alignment with the Therapeutic Services Career Pathway. Various strategies are used, such as critical thinking scenarios, charts, and visual graphics, to enhance the student skills in admission paperwork, basics of OT therapy, collaboration/teamwork, collecting/reporting data and the collection of vital signs. Norm charts are also included.

**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
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97%
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**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:*

Each course provides a sequential order of lessons and/or activities that prepare students with technical skills needed for specific career fields.

**FOCUS AREA 2 ENGAGING INSTRUCTION**

**Instructional materials are engaging for students.**

*Statements of appraisal and supporting evidence:*

Instructional material aligns with CTE standards by providing students with project-based learning and inquiry-based projects that engage them in learning specific career fields. For instance, 1B, Unit 3, Activity Part 1, prompts students to complete a hands-on project to "demonstrate their ability to perform a 12-lead EKG correctly."

**FOCUS AREA 3 CAREER DEVELOPMENT**

**Instructional materials provide career development information for students.**

*Statements of appraisal and supporting evidence:*

Instructional materials align with the focus area of Career Development. Examples include shadowing an EKG tech to learn daily routines; modeling an EKG procedure; using math skills to interpret results; and recreating and administering a 5-lead EKG monitoring system.

**FOCUS AREA 4 TECHNOLOGY**

**Instructional materials incorporate opportunities to use industry appropriate technology.**

*Statements of appraisal and supporting evidence:*

Embedded throughout the instructional materials are opportunities for students to use technology. Students must record themselves demonstrating their ability to perform a 12-lead EKG (1B Unit 3 Activity Part 1). Medical equipment is reviewed to support airway management for patient breathing and create a higher understanding of patient care. The instructional materials include a review of airway measurement, oxygen regulation, and gas-reducing and flow-regulating equipment.

**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
82%	85%

**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 material provides lessons, resources, and activities that follow a sequence and facilitate lesson planning. The instructional material also provides students with support features that enhance student learning. For example, the "Literacy Support Toolbar" includes reading, literacy, and translation features that support the learning experience of English Learners and Culturally and Linguistically Diverse populations.

**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:*

An affirmative assessment (unit quiz) is available in each unit. There is a summative assessment (midterm and final exam). No accommodated versions are available for differentiation ( ELD, gifted, struggling readers) or varied versions for retakes.

**FOCUS AREA 3 CULTURAL AND LINGUISTIC PERSPECTIVES AND RESPONSIVENESS**  
**Instructional materials represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives.**  
*Statements of appraisal and supporting evidence:*

Instructional materials inform culturally and linguistically responsive pedagogy (1A Unit 1 Lesson 3): "It's also important to remember that patients and clients come from all ethnic and cultural backgrounds, speak many languages and have various religious practices. The diversity in culture, gender, age, sexual orientation, gender expression, and religious beliefs must not impact the care provided. All individuals have the right to access equitable health care." Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language through a review of the IES learning objectives in Interpersonal & Employability Skills through student activities in self-understanding, accountability, critical thinking, and digital literacy. Engagement in critical reflection about societies is embedded throughout the units in discussions, activities, labs, and work-based learning experiences. Reflection is not specific to cultures past and present in NM. The material does not explicitly address multiple ethnic descriptions, interpretations, or perspectives. Course instructors must edit activities to include themes, websites, documents, and resources to meet particular views and needs. Multiple ethnic descriptions, interpretations, or perspectives of events and experiences are addressed through reminders of care.

**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 #: 34

*Background and experience:*

This reviewer has 25 years of experience in education and is a Level III Educator and Administrator with licenses in K-8 Elementary Education, K-12 Health, Special Education, Reading, Educational Diagnostician, and Administration. This reviewer has the following degrees: AA Early Childhood Education, BA Elementary Education, MA Curriculum & Instruction, EdSpec Education Administration, MS Special Education, and EdD Education Administration. This reviewer also has ten years of experience as an adjunct instructor in higher education.

*Professional summary of material:*

I recommend the eDynamic Allied Health materials for New Mexico teachers and districts. The program is comprehensive and adaptable to all learners. Interactive activities provide ample opportunity for critical thinking and observation in health settings. Alignment to courses required in a study program is evident and supports career pathways. Because patients will come from many communities and cultural backgrounds, students must make real-life decisions and reflect on their own culture through embedded opportunities. Accommodations are student-led, allowing for independent digital learning.

Reviewer #: 35

*Background and experience:*

This reviewer has a Master's degree in LLSS (Language, Linguistics & Socio Cultural Studies) combined with 21 years of teaching experience in General Education, TESOL and Special Education. This reviewer also has 4 years work experience as a Med tech and 1 year as a lab assistant.

*Professional summary of material:*

I recommend this Health Assistant course for a variety of reasons: It engages the students through a variety of teaching strategies and smoothly flows from one lesson to another; the bridging, anchoring, and critical thinking activities are used together to build from simple foundations to the more technical and humane aspects of being a health assistant; strategically placed assessments and discussions help the student to self-reflect on their learning; and it can be used in-class, online, or as a hybrid program.

Reviewer #: 36

*Background and experience:*

The reviewer has 18 years of teaching experience in General Education. BS in Psychology. New Mexico Teaching Certification K-6, 5-9, 6-12, with endorsements in TESOL, Bilingual Education, and Modern, Classical & Native Languages. Currently enrolled in a Master's Degree Program in Language, Literacy and Culture.

*Professional summary of material:*

Overall, the instructional material aligns with NM CTE standards. It provides teachers with resources and materials to plan and deliver instruction to prepare students for employability in a specific career field. Also, the instructional material exposes students from diverse cultural and linguistic backgrounds and special needs with lesson activities that prompt them to discuss, research, and conduct hands-on labs that prepare them for a specific career path. To provide a more complete knowledge of laws, regulations, and entrepreneurship skills for specific career fields, the teacher might need to look for supplemental instructional materials in these areas.