

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	Anatomy and Physiology 1a/1b one year student license	Publisher	eDynamic Holdings LP
SE ISBN	9781959433132	TE ISBN	
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

86%

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

75%

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:

"Respect for all patients" is a common theme in the lessons, and specific cultural/diversity content-related items can be inserted by instructors throughout the units. However, the material does not demonstrate multiple ethnic perspectives in the content or critically reflect students' lives and societies in the cultures of New Mexico. The edit application does allow instructors to insert activities that include specific themes, websites, Google documents, and resources to meet the perspectives and needs.

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

Average Score

74%

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 Anatomy and Physiology instructional materials partially align with the New Mexico Career and Technical Education Standards. eDynamic Learning presents materials sequentially to support a blended, online, or project-based multimodal environment for students. Projects, activities, assessments, and resources are related to careers in health. Criterion to meet the CTE standards is vague or not addressed in the areas of computer-based equipment use, employing collaborative applications and facilitating group work, the identification of occupation-specific governmental regulations and national, state and local building codes to establish workplace/jobsite regulations, codes, and hazards, and completing tasks in accordance with employee rights and responsibilities and employer’s obligations to maintain workplace safety and health.

STRAND ALIGNMENT

Materials align with specific CTE content strands. (Optional)

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Academic Foundations	Instructional material provides students with opportunities to enhance their academic knowledge and skills in Language Arts, Mathematics, and Science required to complete a CTE program that will prepare them for employment in a specific career field. For instance, students must use Language Arts skills to research a topic such as "How Do You Plan for a Career in the Reproductive Health Field?".
Information Technology Applications	Online Medical Scheduler & Records Storage, digital imagery, and computer-assisted monitoring devices that are new within the last 25 years are introduced in various A&P courses 1A & 1B lessons. The text reveals related patient privacy concerns with online/cloud access. Evidence of using computer-based equipment (containing embedded computers or processors) to control devices and the use of installation and operating manuals is vague.
Employability and Career Development	Embedded throughout the text are activities students must complete as future health practitioners that relate to employment scenarios and demonstrate the effects specific behaviors have on patient health. Students have opportunities to explain specific requirements in employment opportunities for careers in pathology, therapy, physiology, or other non-surgical medical specialist careers. Criterion to meet employability and career development is vague in areas where students must be able to develop and interpret tables, charts, and figures to support written and oral communications and demonstration of skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.
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
95%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

eDynamic's Anatomy and Physiology meets CCTC standards by providing students with academic knowledge across content areas, legal and ethical responsibilities, communication, and treatment protocols. The opportunities addressing the health sciences career cluster include simultaneous anatomy and physiology study and health sciences professional work opportunities. Students consider working in less obvious places such as shelters, government agencies, professional offices, correctional facilities, private homes, medical spas, dance or music therapy rooms, fitness centers, and with sports teams.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

eDynamic's Anatomy and Physiology instructional materials align with New Mexico CCTC standards. Students engage in lessons, project-based learning projects, and inquiry-based projects that prepare them for specific career pathways and employability. For instance, students learn that health sciences professionals work in some obvious places like hospitals, dentist offices, physiotherapy clinics, research centers, and pharmacies. They also learn that they work in less obvious places like on the street with homeless people or in shelters, government agencies, offices, correctional facilities, people's homes, medical spas, dance or music therapy rooms, fitness centers, and with sports teams.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

eDynamic's Anatomy and Physiology material meets all four Therapeutic Services Career Pathway standards as evident in segments of instruction such as how students would teach potential donors about a bone marrow aspiration procedure and communication of patient/client information among health care team members, and emphasizes the creation of treatment flow charts, both immediate and upon arrival at a treatment facility. Several aspects of a Med Tech's career are taught through scenarios and use and creation of organizational charts, and emphasizes urgency in data recording.

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

93%

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 follow an academic sequence. Each lesson and/or unit provides foundational skills for the next lesson and/or unit, and it is vertically aligned. For instance, the instructional materials include a teacher pacing guide and unit outline. It also provides students with a course syllabus that overviews the content and objectives of the units and lessons. However, it lacks sequence of courses and competencies across secondary education.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

Instructional materials provide students with lessons, digital support, and projects such as videos, diagrams, critical questions, hands-on activities, and discussion questions that engage them and facilitate their learning. Students review challenges faced by specialists in different fields and must determine if the challenges make it more interesting or dissuades them from the field.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

Career Development Standards are met throughout the instructional materials, where students are provided opportunities and information on obtaining certifications in pathway-related careers. Academic and technical knowledge is present in many lessons and emphasizes the connection between academic and technical knowledge and skills. However, the material lacks cross-disciplinary collaboration.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

The material meets the criterion in the technology focus area. The materials provide students with opportunities to use technology to enhance productivity. Instructional materials offer current technology information and trends for the course and future trends in the industry. The technological advances mentioned (EKG, digital imagery & Databases & scheduling apps) have been developed within the last 25 years.

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
75%	82%

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 teachers and students with resources that support planning, instruction, and assessments. For instance, the instructional materials include a teacher pacing guide and unit outline. The guidebook has a feature that allows teachers to provide feedback (written or audio) on students' assignments. It also provides students with a course syllabus that overviews the units' and lessons' content and objectives. It provides students with instructional supports that enhance their learning experiences, such as videos, diagrams, a guide for online learning, a Literacy Support Toolbar, a guide to avoiding plagiarism, and a podcast to listen to the summary of each unit.

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 formative and summative assessments are online and provide instant scores/feedback. Informal mini-quizzes ("knowledge checks") are within some lessons, and the formal formative ("quiz") occurs at the end of each unit. The summative is to be completed every four units. The material can be set to refer specifically to any national, organizational, or state standards. However, students' assessment results don't align to standards.

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:

"Respect for all patients" is a common theme in the lessons, and specific cultural/diversity content-related items can be inserted by instructors throughout the units. However, the material does not demonstrate multiple ethnic perspectives in the content or critically reflect students' lives and societies in the cultures of New Mexico. The edit application does allow instructors to insert activities that include specific themes, websites, Google documents, and resources to meet the perspectives and needs.

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 with reservations. Although the program is comprehensive and adaptable to all learners, publisher alignment to New Mexico CTE and CCTC standards and programs of study is vague. Interactive activities do provide the opportunity for critical thinking and observation in health settings; however, students need to be familiar with other communities and cultural backgrounds. Students must make real-life decisions and reflect on their own culture through embedded opportunities that are not readily apparent in the materials without the teacher having to edit each lesson to insert activities that include ethnic-related themes, activities, websites, and resources to meet the local NM cultural and perspectives criteria.

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:

This reviewer recommends the eDynamic Allied Health materials for New Mexico teachers and districts with reservations. The program is engaging, comprehensive, and easy to follow for in-class, online, or hybrid learners. Course alignment to New Mexico CTE and CCTC standards and programs of the study is present in teacher resource materials but needs to be aligned for students to self-evaluate. The interactive activities provide the opportunity for critical thinking and discussions in health-related situations; however, students must be familiarized with diverse communities and cultures. Students must be familiar with local diverse real-life perspectives and reflect on their own culture through embedded opportunities that are not readily apparent in the materials without the teacher having to edit each lesson to insert activities that include ethnic-related themes, activities, websites, and resources to meet the local NM cultural and perspectives criteria.

Reviewer #: 36

Background and experience:

18 years of teaching experience. BS in Psychology. New Mexico Teaching Certification Pk-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:

eDynamic's Anatomy and Physiology curriculum partially aligns with New Mexico CTE Standards, and I recommend it with reservations. Students are exposed to academic knowledge and skills, lessons, projects, discussions, and critical thinking questions that engage them and prepare them for future careers. They follow a sequence for teachers and students and provide support for students to succeed in this course, such as the Literacy Support Toolbar and Career Certifications information. However, the instructional materials do not provide lesson information, activities, and/or projects that relate to New Mexico's historical and cultural perspectives.