

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	Careers in Criminal Justice 1a/1b	Publisher	eDynamic Holdings LP
SE ISBN	9781959433163	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

32%

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

15%

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:

The instructional materials do not represent a variety of cultural and linguistic perspectives or highlight diversity in culture and language through multiple perspectives. Images and information do not reflect asset-based perspectives or representation of people from New Mexico. Activities present do not encourage students to incorporate their culture or background and they rarely utilize student discussions. Instructional material does not provide tools/resources to support culture and language. There are some examples of interacting with those having differing ethnicities, but the material does not delve into multi-ethnic descriptions, interpretations, perspectives of events or experiences.

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

Average Score

20%

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:

Careers In Criminal Justice does not explicitly state which CTE standards align with each lesson. The material presents information regarding most of the CTE standards in each strand. However, the attention paid to those standards is through definitions and narratives only. Nearly every CTE strand requires the student to demonstrate, analyze, and/or employ concepts in Career and Technical Education. Such actions are insufficient in the materials.

STRAND ALIGNMENT

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

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Academic Foundations	<i>Careers In Criminal Justice</i> is an introductory text, providing an overview of the job opportunities and skills necessary in the Criminal Justice pathway. Students are not given sufficient opportunities to demonstrate their academic knowledge to the full range of career and postsecondary education skills by the material. Students are not tasked with completing any required training in their chosen fields. Academic skills in science are introduced to the learner, but students are not tasked with demonstrating those skills. There is no explanation or demonstration of mathematics skills in the material. Language arts skills, such as writing a report or answering essay questions, are present in the material. There are no opportunities for students to complete certification training in any criminal justice field.
Communications	When reading the instructional materials, students are provided examples regarding the importance of communication skills in the criminal justice field. Opportunities for students to practice communication skills are few, typically in presentation form. The majority of activities are completed independently through written exercises.
Technical Skills	The <i>Careers in Criminal Justice</i> material provides a lot of information and examples regarding the career path. Some of the tasks require technical skills to allow students perform tasks which use specific tools from the internet. However, diverse activities for practical use that will enhance student's abilities to be ready in the real world setting and the employability of related skills to prepare the students to be expert and competent in the field are minimal. The course does not require more trainings than the certain career of the new and modern world needs. The requirement for a venture on research, programming and critical thinking activities are not seen in the materials.
Ethics and Legal Responsibilities	Instructional materials provide an overview of different careers within the criminal justice field. The material often includes a description of the position, the roles they play within the criminal justice field and their primary functions. Fundamentals of law enforcement is discussed, stressing the importance of ethical behavior and legal responsibilities. However, the opportunity for students to practice or apply ethical skills and legal responsibilities in personal or business situations is not present.
Employability and Career Development	<i>Careers In Criminal Justice</i> is very thorough in defining and discussing the many different jobs available in the field of criminal justice, as well as listing the main skills necessary to be successful in that particular job. Identification of positive work behaviors, such as good personal hygiene, interpersonal communication, and integrity are discussed at length in the material. <i>Careers In Criminal Justice</i> does not task the learner with developing a career plan for the future, making a portfolio to document their skills and experience, or evaluating and comparing job offers to find the best choice for them. Any skills in the area of employability are introduced, but not demonstrated by the learner.

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

Average Score

26%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

Careers In Criminal Justice lacks a comprehensive approach to the Common Career Technical Core standards for CTE. The material contains a lot of informational text about careers in criminal justice without opportunities to demonstrate, analyze, apply, or evaluate the skills and concepts necessary for a career in this field.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

Instructional materials are applicable to the Law, Public Safety, Corrections and Security Career Cluster (LW). The materials provide general information for careers in Law Enforcement and Security in this Career Cluster.

CAREER PATHWAY(S)

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

Statements of appraisal and supporting evidence:

The majority of the requirements for the Security and Protective Services Career Pathway are only partially met, and some of the material has no correlation to the career pathway standards. Students are not required to demonstrate communication skills in the majority of the standards, and dispute resolution techniques are not mentioned or defined. The material does not fulfill the intended ethical and legal obligations for security and protective services set forth in the standards. The field contrast and compare is optional for students. The application of fundamental management principles to the successful oversight and administration of an organization's security force or security program is not supported by any justification for how to use strategies like analyzing impact.

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

47%

FOCUS AREA 1 SEQUENCING AND ARTICULATION

Instructional materials show sequencing and articulation within and across grade bands and/or pathways.

Statements of appraisal and supporting evidence:

The lessons provided in *Careers In Criminal Justice* are sequenced logically from defining the field to listing/defining the pathways and the particular jobs available in those pathways. Industry related vocabulary is present in the text, but is limited. Knowledge check questions and critical thinking questions are present in each unit, but do not sufficiently use higher-order thinking skills. The instructional materials do not adequately support all CTE academic foundations, particularly in mathematics. Explicit alignment with the New Mexico Career and Technical Education standards is not evident.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

Instructional materials provide critical thinking questions for the students in each unit. There are few activities which involve challenge-based, inquiry-based or problem-solving based learning or the opportunity to collaborate with others. The materials provide an overview of careers within law enforcement and what is required education-wise, but does not offer guidance or career planning. Although the material provides a comprehensive overview of the criminal justice field, it is not designed to promote or support the career decision-making planning of all students. Student engagement is primary through reading and answering questions with computer software independently.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

Students are introduced to some of the certifications needed for specific jobs in the field of criminal justice. Links to another organization, SkillsUSA, is listed as a way for students to practice skills in the field, but it is not a part of this curriculum. Interdisciplinary lessons that incorporate ELA, math, science, and humanities skills collaboratively are not evident throughout the material. Students use the computer to access *Careers In Criminal Justice* and complete assignments, as well as a camera and a few household items. However, that is the extent of the relevant equipment incorporated in the curriculum to support learning.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

The material incorporates technology like using word processor, powerpoint presentations, and search on the web activities. However, it is not evident that various forms of digital technology, such as engaging or critical thinking internet-based activities, web-based programs, computing tools, comprehensible virtual examples, and others, are used to promote and improve student learning and target technical skills.

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
15%	36%

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 material introduces a lot of resources, like texts and information, for the lessons and discussions. These reinforce learning and in some cases allow teachers and students to put their knowledge to the test. The Teacher Edition or digital teaching materials offer a list of lessons with an estimated instructional time for each lesson, chapter, and unit. There are several portions that have nothing to do with the standards and lack supplementary activities. There are activities that target the standard and support student's learning, like to gather information, plan, and create a crisis management plan for a police department. Such activities that practice application and demonstration of concepts are few in number, and are not evident throughout the materials. Students can apply their research abilities or conduct web searches for this specific assignment. Even so, the majority of the resources focus more on facts and information. Teacher guidance for addressing the needs of different learners, particularly in the area of special education, is not evident. There are supplemental resources for teachers to look at regarding a few other models for teaching the curriculum, but they are not directly connected to the main material of the course, nor are they referenced in the lessons as a resource to consult.

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:

There are a variety of summative and formative assessments. However, no assessment is explicitly connected to the NM state standards for CTE. Student progress towards the NM CTE standards is not explicitly addressed in this curriculum. While there are many accessibility options, like Spanish translation and an interactive dictionary, available in the lessons, those options are not available for the assessments. English Learners, Culturally and Linguistically Diverse students, and different learners have no alternative assessments in the material.

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:

The instructional materials do not represent a variety of cultural and linguistic perspectives or highlight diversity in culture and language through multiple perspectives. Images and information do not reflect asset-based perspectives or representation of people from New Mexico. Activities present do not encourage students to incorporate their culture or background and they rarely utilize student discussions. Instructional material does not provide tools/resources to support culture and language. There are some examples of interacting with those having differing ethnicities, but the material does not delve into multi-ethnic descriptions, interpretations, perspectives of events or experiences.

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 #: 73

Background and experience:

I am a 23 year veteran educator in the public schools of New Mexico with teaching experience in grades K-12. I am a Level III teacher with multiple endorsements and a Master of Arts degree in Teaching. I have experience in writing curriculum/scope and sequence for my district. I have experience in teaching computer programming and typing. I have been a participant in the New Mexico Summer Review Institute multiple times over the last 18 years.

Professional summary of material:

Careers In Criminal Justice does a good job at introducing the various careers available in the criminal justice pathway. Students taking this course will only receive a beginning on their journey to a career in this field. The material does not sufficiently incorporate student demonstrations of skills, be they foundational or pathway specific. There are no opportunities for students to develop a career plan or obtain certifications. In addition, *Careers In Criminal Justice* does not recognize or affirm cultural, linguistic, or learning differences found in our student populations here in New Mexico. Many opinions expressed in the material, particularly in the areas of border security and ethics, are singular in point of view, and offer no means for the students to challenge or debate those ideas.

Reviewer #: #74

Background and experience:

I hold Master's degrees in Education in Administration (Level III B) and Education Diagnostics with Educational Diagnostician certification (C.E.D.). I am a Level III A teacher with endorsements in Social Studies (7-12), English (7-12) and Special Education (K-12). I have taught in New Mexico since 2008 with experience at the middle school level, high school level and in Special Education Administration. I have participated in the writing of the NMPED Social Studies Standards and Instructional Scope (2021), Summer Institute for Social Studies textbook adoption (2022) and in the development of New Mexico's previous End of Course (EOC) Assessment for Economics.

Professional summary of material:

Careers in Criminal Justice is an introductory online text that provides a basic overview of criminal justice careers. The instructional material provides independent student work primarily with the occasional group project or presentation. These materials do not incorporate student background knowledge, multiple perspectives, culture or linguistic diversity. In addition, standards are not embedded for alignment and pacing.

Reviewer #: 75

Background and experience:

I am a graduate of Bachelor in Secondary Education major in Social studies, with Master of Arts in Education in Social Studies and currently a candidate for graduation for PHD in Development Studies. I hold a level III teacher license with endorsement in teaching Social Studies in New Mexico. I have been part of curriculum development in the Department of Education for Social Studies, Humanities, and Social Sciences in the Philippines for 5 years at the secondary level.

Professional summary of material:

The material *Careers in Criminal Justice* provides numerous textual and informational resources for the discussions and lessons. The majority of the resources emphasize facts and data more than using and implementing activities to improve students' advanced skills for the criminal justice career path. Most of the activities acquaint students with fundamental context and incorporate their knowledge, but with the standards on diverse perspectives, culture, and linguistic diversity, these are not included in these materials. Additionally, pacing and alignment standards are absent.