

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	Child Development 1a/1b one year student license	Publisher	eDynamic Holdings LP
SE ISBN	9781959433170	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

47%

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

51%

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 Blended Learning Guide provides resources to help teachers relate content to diversity in culture and language, but teacher guides are not referenced in the text to help teachers relate the tools and resources to the content area. Instructional materials do not engage students in critical reflection regarding cultures past and present in New Mexico and do not offer multiple ethnic descriptions in relation to events and experiences.

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

Average Score
35%

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:

The information students receive from the online student textbook is either partially aligned or not aligned to the CTE standards. Additionally, there is little evidence within the materials that students are applying or employing skills and knowledge as required by the standards.

STRAND ALIGNMENT

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

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Academic Foundations	Some language arts, mathematics, and science standards are embedded in the instructional materials, but not at the full range required of postsecondary and career education opportunities and with minimal opportunities to demonstrate these skills in context.
Communications	Even though students use an online platform to complete classwork, the use of technology as it relates to the workforce is not evident in the student-facing materials. There are few embedded links to direct students to online applications, and there is no use of database applications or spreadsheets to increase workplace efficiency.
Leadership and Teamwork	Students are provided with general information on leadership and teamwork, but there is no evidence that students are working in teams to demonstrate or practice teamwork skills. Little evidence is available in the materials for students to develop mentoring skills.
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
43%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

Overall, the instructional materials do not align or partially align with the CCTC standards. Additionally, there is little evidence that students are applying or employing skills and knowledge from the standards.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

Though there is some alignment with the CCTC standards for the Education and Career Training career cluster, most of the instructional materials do not align with these standards. Students are not asked to demonstrate ethical behavior within and outside of education and training settings. Additionally, little emphasis is given on legal rights, policies, and behavior. There is no state-specific professional development requirement information.

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 Training Career Pathway. There was minimal or no application of foundational knowledge of subject matter to plan and prepare effective instruction and design courses of programs.

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

54%

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 instructional materials partially align with the criteria in this focus area. There isn't any evidence that the curriculum vertically aligns to prepare students to transition seamlessly to the next level of education.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

The instructional materials partially align with the criteria in this focus area. Problem- and inquiry-based resources are not evident in the student-facing materials. Additionally, students are provided with some information to promote and support the career decision-making and planning, but little evidence is found that shows students practicing or putting these skills into action.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

The instructional materials partially align with the criteria in this focus area. Students are provided with some information to support the knowledge needed to meet these standards, but little evidence is found that shows students practicing, applying, and/or putting the knowledge and skills into action.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

The instructional materials partially align with the criteria in this focus area. Though students use technology to accomplish classwork, there is not an explicit connection between technology and the workplace.

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
51%	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:

Student resources/aids are provided, such as a "Podcast" immersive reader for each lesson, flashcards, and highlighting tools. Students have opportunities for digital learning and assessment. Teacher resources are provided, such as pacing guides and learning guides. Within these guides, educators are provided with suggested modifications to support ELs, low level learners, and advanced learners. However, the teacher resources do not cross-reference the standards being addressed in the units or lessons. It is unclear how the objectives, lessons, and assessments align to the standards.

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 provide a variety of formative and summative assessments that measure student progress (checks for understanding questions, quizzes, midterms, final exams, activities/projects, discussion posts, and critical thinking questions). However, evidence could not be found to show that all strands of the standards are addressed in the aforementioned assessments. The reviewed assessments do not show how students demonstrate the specific action verbs within each strand and standard.

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 Blended Learning Guide provides resources to help teachers relate content to diversity in culture and language, but teacher guides are not referenced in the text to help teachers relate the tools and resources to the content area. Instructional materials do not engage students in critical reflection regarding cultures past and present in New Mexico and do not offer multiple ethnic descriptions in relation to events and 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 #: 25

Background and experience:

High School Career and Technical Education teacher for 13 years. I have been part of the education and training pathway for the last 10 years. I am a teacher leader for the Educators Rising club and have a classroom curriculum and pathway for the Teacher Cadet pathway. I have a New Mexico level 2 license in family and consumer sciences.

Professional summary of material:

The materials are user friendly and easy to navigate through the various units and lessons. There are no CTE standards or benchmarks present in the materials. In reviewing the materials, many standards are not addressed or are partially aligned to the standards. There are a variety of critical thinking activities; however, little evidence is found for interactive project based learning activities.

Reviewer #: 26

Background and experience:

I have been a high school Language Arts and Mathematics teacher for a total of 23 years in New Mexico, including 6 years as a Career and Technical Education teacher as well. I hold a New Mexico Level II teaching license and have a master's degree in Curriculum, Instruction, and Assessment. I am also the Teacher Leader for my school's Educators Rising chapter.

Professional summary of material:

The materials are easy to navigate because of the "Landing Page" for 1a and 1b that lists the units and provides drop-down menus for each unit with Lessons, Discussion Questions, Critical Thinking Questions, and Activities clearly listed. Student-facing materials are in student-friendly language and provide learning tools to help students read and understand the text. However, there are no links or instructions within the lessons for teachers to help them connect Teacher Resource Learning Guides nor standards to the objectives or lessons within the text. Many New Mexico CTE standards are not addressed.

Reviewer #: 27

Background and experience:

Education: Bachelor's in Elementary Education (K-8) and Master's in Curriculum and Instruction.

Teaching History: New Mexico Level III Educator with 11 years of experience in the K-8 classroom; 1 year experience working with NMPED helping the progression of statewide initiatives.

Curriculum Review Experience: 2 years of experience in reviewing curriculum for the NMPED.

Professional summary of material:

Materials are student-friendly with several aids to help students understand the text. Teacher guides provide several strategies to help educators deliver the instruction. However, there are not any standards listed to show alignment with objectives, pacing guide, lessons, and assessments. Additionally, evidence could not be found to show that all standards are being addressed and assessed in the instructional materials.