

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	Emergency Medical Responder 1a/1b one year student license	Publisher	eDynamic Holdings LP
SE ISBN	9781959433217	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

89%

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

100%

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 inform culturally and linguistically responsive pedagogy to affirm students backgrounds in the material and through student discussions. There are multiple scenarios that include different cultures and languages represented in the case studies as well as the knowledge check and discussion post questions. Students are encouraged to learn multiple languages in order to assist multiple patients from different backgrounds, including American Sign Language, as well as those in the student's own area. Some of the cultures addressed include Hispanic culture, Indian culture, and African American culture. Students are tasked with evaluating multiple scenarios that include people from different cultures and languages in the case study and discussion post questions. Students who speak different languages are also given a toolbar that allows the content to be translated into their home language and given a picture dictionary in order to assist with the English language. The instructional materials engage students in reflecting about their own lives and societies to include New Mexico past and present. Students are also asked in multiple case studies to think about how to communicate and treat patients that speak other languages as well as those that may exhibit lifestyles that are similar or different to their own. The instructional materials address multiple ethnic descriptions and interpretations of events and experiences. For example, students are asked to discuss ways in which EMRs must communicate with people of all ages and backgrounds. Students are asked to discuss how they would address three different patients (different ages or backgrounds) and explain how the wording and approach changes when evaluating and treating these different people. The plethora of case studies and activities provided allows students to brainstorm how they would need to change their demeanor when working working in different environments, with different people, and how to show empathy for the patients in different scenarios.

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

Average Score

70%

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 instructional materials partially address the New Mexico CTE Standards. The instructional materials include information on academic knowledge, skills, education opportunities, and certification opportunities common to all career clusters in the medical pathways. Students apply knowledge and skills found in language arts, and gradually apply the knowledge and skills of mathematics and science found in the field of Emergency Medical Responders and other careers in the medical field. Students are also given the opportunity to work on their employability skills throughout the curriculum. Students use oral and written communication skills to complete a multitude of assessments on the appropriateness of a solution to a problem throughout the curriculum (individually), but the materials do not allow students to work in teams to complete assessments and/or evaluations (no leadership and teamwork skills to accomplish goals and objectives). The information technology for this specific career cluster is also partially addressed in the instructional materials. Students do not use personal information management applications, employ spreadsheet applications, or employ technological tools to expedite workflow. The instructional materials address the importance of safety in organizations and discuss organizational policies and procedures to improve performance and compliance as well as professional ethics and legal responsibilities. Students do not use installation and operating manuals nor do they use groupware applications to facilitate group work in the context of emergency medical responding. Entrepreneurial organizations and it being an option for career planning is not addressed in the materials.

STRAND ALIGNMENT

Materials align with specific CTE content strands. (Optional)

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Academic Foundations	The instructional materials meet Strand 1: Academic Foundations. The content addresses the required training, education and certifications needed for Emergency Medical Responders, and also a few others required in other medical professions. The role play scenarios for students demonstrate knowledge and skills of language arts, mathematics, and science required to pursue postsecondary education and career opportunities. Students are tasked to research, evaluate, discuss, and apply knowledge to a multitude of emergency situations ranging from heat exhaustion, hypothermia, mass casualties, vehicle accidents, childbirth, and hospice care.
Problem Solving and Critical Thinking	The instructional materials partially address Strand 3: Problem Solving and Critical Thinking. The content does require students to independently solve problems using critical thinking skills in Knowledge Check Questions, Discussion Questions, and Role Play Scenarios found in the activities, but it does not address students working together as a team. Students employ critical thinking and interpersonal skills while completing discussion questions and knowledge check questions on interacting with various people in the medical field to provide continuity of care, but the content does not address resolving conflicts with staff/customers/patients.
Leadership and Teamwork	The instructional materials partially address Strand 7: Leadership and Teamwork. In the material, students use leadership skills to accomplish organizational goals and objectives. Students complete research, assess multiple emergency situations, and also record themselves completing assessments. Students also complete assignments that address other medical professionals an EMR would work with, such as a Handoff Report. However, the instructional materials do not explicitly address students working with all levels of personnel and other departments, conducting meetings to accomplish work tasks, or employing mentoring skills to inspire and teach others.
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:

The instructional materials in the Emergency Medical Responder curriculum align with the standards outlined in the CCTC for the Health Sciences Career Cluster, as well as the Therapeutic Services Career Pathway. The materials demonstrate alignment in certain areas, such as addressing academic subject matter relevant to pursuing a health science career, including communication strategies to address patient/client questions and concerns, communicating patient/client information among healthcare team members, using processes for assessing and reporting a patient's health status, and evaluating patient needs. They also address the legal and ethical responsibilities within the healthcare workplace and emphasize the importance of cultural, social, and ethnic differences. However, the material does not address the healthcare worker's broader role within the healthcare system and the explicit consideration of collaborative practices and interprofessional communication.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

The instructional materials in the Emergency Medical Responder curriculum demonstrate an alignment with the CCTC standards in the Health Sciences Career Cluster. They effectively address certain aspects, such as the academic subject matter necessary for pursuing a health science career, including the importance of learning key phrases in commonly spoken languages for better patient communication and using closed assessment questions for effective understanding of patient responses. The materials also address the healthcare worker's role within their department and organization, emphasizing their involvement in assessing and gathering crucial patient information. They discuss legal and ethical responsibilities, such as patient consent and refusal of care, as well as the importance of following protocols and directions.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

The instructional materials in the Therapeutic Services Career Pathway of the Emergency Medical Responder curriculum demonstrate alignment with some of the CCTC standards. They address the utilization of communication strategies to answer patient/client questions and concerns on planned procedures and goals, such as asking about mobility and providing guidance for addressing patient inquiries. The materials also emphasize the importance of communicating patient/client information among healthcare team members to facilitate a team approach to patient care, particularly during activities like lifting and transport. Additionally, they highlight the need to learn specific terms for patient positions to assess, monitor, and report patient's health status to the treatment team. However, there are areas where the materials do not include alignment with the standards. For instance, while they do address evaluating patient/client needs, the materials do not provide a comprehensive evaluation of patient/client needs, strengths, and problems to determine if treatment goals are being met. The materials focus on immediate actions to address specific situations rather than a broader evaluation of patient needs and treatment progress.

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

98%

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 include clear sequencing and articulation for students to become educated in the the emergency medical responder career pathway. The material references the emergency medical responder role and how to effectively communicate with patients. The materials progress from one level of education to the next, non-duplicatively, by transitioning from first semester module 1a to second semester's 1b as well as referencing further courses students could enroll in the companion course section. The materials begin with broad, foundational information about human anatomy and progress to specific knowledge a emergency medical responder would need in order to use specific tools in the field and work collaboratively with other medical professionals as part of a patient's care.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

The instructional materials are engaging for students due to their project-based and inquiry-based nature. Students are able to make recordings of themselves practicing providing medical treatment to various types of patients, review scenarios of various patient encounters they may experience on the job and script out the best steps to take and practice making medical assessments and recording patients medical history. The materials also include activities that allow students to make brochures, training guides, and visual displays that help to educate the public about various health concerns and how they can assist. Some examples of this includes how to provide treatment for an opioid overdose and how to contact poison control for an accidental ingestion of poison.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

The instructional materials include career development information for students. The many activities allow students to collect a digital portfolio of resources that showcase their ability to perform multiple emergency medical responder tasks including taking assessments of the situation, compiling patient vitals and medical histories, ability to contact and transport patients for the appropriate placement for their next level of care, and practice with corresponding members of the medical treatment team as well as patient's friends and family members. Students are encouraged and provided resources for obtaining CPR certification and are also encouraged and provided guidance on how to be placed in volunteer positions that would give them experience working with a variety of patients such as children, the elderly, and those with various disabilities. Several activities require students to research resources that they can share with patients and their caretakers in such situations as grieving and mental health services as well as how they can react to assist patient's family members in emergency situations.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

The instructional materials include some opportunity for students to use industry appropriate technology. Students learn about how to use various means of communication among the emergency medical team, such as radios, pagers, and mobile data terminals. They are given activities to use computer technology, such as spreadsheets, slideshows, internet browsers, and word processing software, to complete research and create presentations to share with patients, caretakers, community members and other EMRs in order to assist with bringing awareness of medical conditions and treatments. The materials do not provide students the opportunity to use installation and operating manuals or using groupware applications to facilitate group work.

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
100%	92%

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 materials provide several teacher resources that support planning and provides supports for all students. A pacing guide is included in the teaching material. However, it does not reference CTE standards. It does provide the instructional time needed for each lesson and unit. The students are also provided with a syllabus that lists the lessons, units and assignments. The embedded dictionary and picture dictionary assist with making meaning of the text. A translation tool, as well as a picture dictionary, are embedded within the whole curriculum. A toolbar that includes a read-aloud function as well as a highlighter bar, the ability to take notes on the screen, and use a dictionary to look up unknown words. A podcast is also included in each unit for those that prefer audio. Vocabulary flashcards and multiple discussion posts help ELs with their English language development skills.

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 offer a variety of assessment resources and tools to collect ongoing data about student progress, though they do not clearly define which standards are being addressed through content and language objectives. The instructional materials include knowledge check questions, critical thinking questions, discussion questions and activities in each unit. It also includes unit quizzes as well as midterms and final exams that align to the strands of the standards. The instructional materials include multiple formative and summative assessments. The materials include alternatives to assessments for ELs, special needs and advanced students. It includes a toolbar that allows ELs and special needs students to be accommodated when taking the already built-in assessments. Assessments can also be printed out when needed, answer choices can be eliminated, and alternative assignments can be chosen and assigned to specific students as well.

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 inform culturally and linguistically responsive pedagogy to affirm students backgrounds in the material and through student discussions. There are multiple scenarios that include different cultures and languages represented in the case studies as well as the knowledge check and discussion post questions. Students are encouraged to learn multiple languages in order to assist multiple patients from different backgrounds, including American Sign Language, as well as those in the student's own area. Some of the cultures addressed include Hispanic culture, Indian culture, and African American culture. Students are tasked with evaluating multiple scenarios that include people from different cultures and languages in the case study and discussion post questions. Students who speak different languages are also given a toolbar that allows the content to be translated into their home language and given a picture dictionary in order to assist with the English language. The instructional materials engage students in reflecting about their own lives and societies to include New Mexico past and present. Students are also asked in multiple case studies to think about how to communicate and treat patients that speak other languages as well as those that may exhibit lifestyles that are similar or different to their own. The instructional materials address multiple ethnic descriptions and interpretations of events and experiences. For example, students are asked to discuss ways in which EMRs must communicate with people of all ages and backgrounds. Students are asked to discuss how they would address three different patients (different ages or backgrounds) and explain how the wording and approach changes when evaluating and treating these different people. The plethora of case studies and activities provided allows students to brainstorm how they would need to change their demeanor when working in different environments, with different people, and how to show empathy for the patients in different scenarios.

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 #: 37

Background and experience:

I have been teaching for 16 years spanning grade levels Pre K through 8th in both New Mexico and Florida. I've earned a bachelor's degree and master's degree in elementary education and hold a level III New Mexico teacher licensure with a TESOL endorsement. I am National Board Certified in Early/Middle Childhood Literacy. Currently, I am teaching 5th grade to a diverse population in a public, Title 1 School. I've taught within in my district's multiple CCMR (College, Career, Military Ready) pathways of study beginning at the elementary level with the inclusion of foundational skills and knowledge in STEM and career technical focuses as well as introductory courses in electives and core offerings at the middle school level in areas such as computer science and biomedical science, STEM, and other areas of the scientific field through sponsoring the middle school's MESA club.

Professional summary of material:

I recommend these materials with some reservation for the state of New Mexico. The eDynamic Emergency Medical Responder curriculum has a strong project-based, inquiry-based focus that allows for engagement with students. The material is presented in an easy to navigate online format that makes the curriculum easily approachable for both students and teachers. Instructors have the ability to make changes to the assignments and assessments to best meet the needs of their individual students. EL students and those with varying learning needs will find the materials' various toolbars allow for multiple means of information delivery. Translation tools, picture dictionaries, and text-to-speech abilities are some of the many accommodations embedded within the materials. The curriculum gives students a solid foundation in both the scientific, medical terminology needed to fully complete the duties of an emergency medical responder as well as the employability skills needed to be successful in this career field. What the material lacks, however, is a focus on recognizing and using information technology tools to access, manage, integrate, create and share information in the emergency medical responder field. The material also lacks a pacing guide that lays out for the teacher when and how each unit meets each of the CTE standards it addresses. This requires the teacher to put in the work to align each of the standards to the units that are taught and assessed and verify that all of the necessary standards are being met.

Reviewer #: 38

Background and experience:

I hold an MA in Secondary Education Integration of Technology and a BA in Secondary Education in Science. I am a Level III teacher with an endorsement in Science and a Vocational License for medical pathways. I have taught Integrated Science, Biology, Honors Biology, Principles of Biomedical Science, Medical Terminology, and Health Care Occupations II at the high school level for 10 years. This is also my fifth year as a HOSA Advisor.

Professional summary of material:

I recommend these materials with reservations for use in the state of New Mexico. The eDynamic Holdings LP for Emergency Medical Responders is an online curriculum that is easily accessible for students and teachers. The curriculum provides tips on how to adjust for diverse student groups and multiple classroom formats. The planning guides available for teachers are easy to maneuver and would be extremely helpful for new and experienced teachers; however, the materials do not address the specific standards for the pathway. The units are labeled by week, lesson, and unit components. There is a separate section for each of the learning guides to assist in modifying the curriculum based on student needs. There is a getting started guide for students, which includes many resources to ensure students are successful in the course. In the curriculum, there are multiple ways students investigate different perspectives by completing a range of assignments, knowledge checks, discussion questions, essays, presentations, critical thinking questions, and portfolios. The use of role play scenarios is helpful for students to practice skills and training required as an emergency medical responder; it also allows for teachers to provide feedback for the students on a one to one basis. The integration of new technology to showcase student knowledge is evident in multiple assignments across both semesters. The curriculum also includes assistance and guidance on certifications available in multiple healthcare pathways, and internship opportunities for on the job experience while taking the course.

Reviewer #: 39

Background and experience:

I've been a science teacher for 12 years spanning from 6th graders to college students in both the Philippines and New Mexico. I've handled classes in Physics, Chemistry, Earth and Life Research and Journalism. I have a bachelor's degree in Secondary Education major in Biology and MA in Science Education and currently working my PhD in the same field. As of today, I hold a level III New Mexico licensure with Science Endorsement and am working at an alternative school in New Mexico and working as a middle school Science teacher.

Professional summary of material:

I recommend the instructional material with some reservations for the state of New Mexico. The instructional materials provide a comprehensive and diverse approach to healthcare education. They incorporate up-to-date technology information and trends, offering digital assessments, interactive graphics, dropdown boxes, and digital flashcards. Students have access to a translation tool, picture dictionary, and a convenient toolbar with features like read-aloud and note-taking. Teacher resources, including pacing guides and differentiation suggestions, support educators in adapting to different classroom setups and catering to students' needs. The materials also promote cultural and linguistic diversity, encouraging students to learn multiple languages, consider diverse perspectives, and reflect on their local communities. However, there are a few areas where the materials have some missing elements. First, while the curriculum provides pacing guides and a syllabus outlining lessons and assignments, it does not explicitly mention alignment with Career and Technical Education (CTE) standards. Additionally, although the materials offer diverse assessment options, they do not explicitly specify the content and language objectives tied to specific standards. This information would be helpful for both teachers and students in understanding the learning goals and aligning their efforts accordingly. Despite these areas of improvement, the instructional materials overall provide a comprehensive and inclusive approach to healthcare education.