

**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> | Fashion Design one year student license | <b>Publisher</b>           | eDynamic Holdings LP |
| <b>SE ISBN</b>    | 9781959433224                           | <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

55%

**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

50%

**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 lack culturally and linguistically responsive pedagogy. The course materials provide some photographic images of individuals of various ethnicities and cultural backgrounds, providing a limited affirmation of students' backgrounds. The instructional materials offer some opportunities for students of different cultural and ethnic backgrounds to discuss content from their perspective. Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language. They include tools and resources that demonstrate multiple perspectives in a specific concept. The materials do not engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico. Instructional materials minimally address ethnic descriptions, interpretations, and perspectives of events and experiences.

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

|               |
|---------------|
| Average Score |
| 40%           |

**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:*

While there are certain standards addressed in the materials, the level of detail and the opportunity to effectively apply and showcase the concepts outlined in those standards is not evident. The instructional materials do not present in-depth coverage of the subject matter or provide comprehensive information or the opportunity to apply the information. The instructional materials' coverage of the standards is cursory, and the instructional materials do not present the necessary level of detail for students to have the opportunity to fully grasp the concepts and their complexities as required in the standards. The materials lack opportunities for students to apply the knowledge acquired or showcase their understanding of the concepts through practical exercises, projects, or assessments.

**STRAND ALIGNMENT**

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

| <b>Strand:</b>                       | <i>Statements of appraisal and supporting evidence:</i> |
|--------------------------------------|---|
| Choose CTE Content Strand (optional) |   |
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| 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

44%

**OVERALL ALIGNMENT**

**Materials align with the CCTC standards.**

*Statements of appraisal and supporting evidence:*

The materials do not closely align with the CCTC standards. While the material addresses a minimal number of CCTC standards, the content is presented in a way that does not allow learners to fully understand the concepts. The material does not provide opportunities to support learners to analyze the concepts in depth or to apply them to real-world problems.

**CAREER CLUSTER**

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

*Statements of appraisal and supporting evidence:*

The materials do not align to the CCTC standards within the Arts, A-V Tech and Communications career cluster. The course materials do not integrate specific requirements and competencies outlined in the standards and do not adequately address the expected proficiencies in the CCTC standards. The materials do not provide opportunities for students to acquire the in-depth knowledge and skills required to succeed in their chosen career path.

**CAREER PATHWAY(s)**

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

*Statements of appraisal and supporting evidence:*

The materials provide a limited amount of information within the fashion design career pathway. The course content is not specifically aligned to the standards. Students are provided an overview of different career pathways, but the materials do not provide specific examples, information, and pathways as to how to pursue those careers.

**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 |
|---------------|

|     |
|-----|
| 76% |
|-----|

**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 sequencing and articulation mostly adhere to the standards set by the Career and Technical Education (CTE) framework. The recommended order of topics, concepts, or skills as specified in the standards provides a progression of learning and allows students to build upon previously acquired knowledge and skills as they advance through the material. Although not completely aligned with the standards, the quality and effectiveness of the instruction promotes a logical progression of learning and facilitates the successful transition of students from one educational stage to another, ensuring a comprehensive learning experience for students.

**FOCUS AREA 2 ENGAGING INSTRUCTION**

**Instructional materials are engaging for students.**

*Statements of appraisal and supporting evidence:*

The program offers a range of engaging instructional materials such as projects, discussions, and activities that foster active student participation and promote a hands-on approach to learning. The course addresses different learning styles and allows students to actively participate, explore, and discover concepts and ideas that support the career decision-making and planning of students. However, the instructional materials do not always provide the opportunity for students to employ the content.

**FOCUS AREA 3 CAREER DEVELOPMENT**

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

*Statements of appraisal and supporting evidence:*

Instructional materials provide limited career development information for students specific to certifications in the fashion industry. The materials somewhat emphasize a connection between academic and technical knowledge and skills through providing information about careers within fashion design. The materials provide general information on how students can pursue higher education and gain work experience in those areas, but there is no indication if there are certifications required, and if so, how students may obtain those certifications.

**FOCUS AREA 4 TECHNOLOGY**

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

*Statements of appraisal and supporting evidence:*

Instructional materials provide students with some opportunities to use industry appropriate technology to enhance productivity. The course materials offer up-to-date and current technology information and acknowledge the importance of technology in the learning process. The materials also address future technological trends in the industry within this career cluster.

**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 |
| 50%                           | 58%           |

**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 an ordered list of lessons in the Pacing Guide under Teaching Resources. The material does not cross-reference the standards; however, they do provide an estimated instructional time for each lesson, chapter, and unit. Instructional materials integrate opportunities for digital learning, including interactive digital components and digital assessments. Instructional materials somewhat incorporate features that aid students and teachers in making meaning of the text. The teacher support documents provide basic linguistic support for English learners and culturally and linguistically diverse students and accommodations and modifications for other special populations to help teachers differentiate instruction.

**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:*

Instructional materials provide a variety of assessments to measure student progress in a number of standard strands in the fashion design career path. Instructional materials provide multiple formative and summative assessments; however, the material does not define which standards are being assessed through content and language objectives. Instructional materials provide appropriate assessment alternatives for English learners, advanced students, and students with special needs. However, there are no observed modifications or alternative assessments for students who are culturally and linguistically diverse.

**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 lack culturally and linguistically responsive pedagogy. The course materials provide some photographic images of individuals of various ethnicities and cultural backgrounds, providing a limited affirmation of students' backgrounds. The instructional materials offer some opportunities for students of different cultural and ethnic backgrounds to discuss content from their perspective. Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language. They include tools and resources that demonstrate multiple perspectives in a specific concept. The materials do not engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico. Instructional materials minimally address ethnic descriptions, interpretations, and perspectives of 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 #: R7

*Background and experience:*

I hold a Master of Arts degree in Secondary Education and a Bachelor's degree in English and Communication. I just completed 16 years in the classroom and have taught 6th through 12th grade in the subject areas of ELA and yearbook. Currently, I teach yearbook exclusively and have built a nationally recognized program. I have a secondary English Language Arts endorsement and am a Level II teacher. I've participated in multiple AP Summer Institutes as well as several AVID trainings. I serve as the Saturday testing coordinator for both the ACT and SAT and have extensive standardized testing experience. This is my second year serving as a reviewer.

*Professional summary of material:*

My recommendation is that these instructional materials not be adopted. Despite addressing a minimal number of standards, the course materials do not address the CCTC and CTE standards with enough depth for effective learning. The coverage of the standards is superficial, lacking the necessary detail for students to fully comprehend the complexities of the concepts as described in the standards. Furthermore, the material does not provide the necessary opportunities for learners to analyze the concepts in depth or apply them to real-world problems through practical activities and projects. This is particularly evident in the area of career path exploration because the information provided is general, and students are not given clear and thorough directions on how to pursue specific careers. While there are some instructional modifications and alternative assessments provided for students who are English learners, advanced learners, and students with special needs, there is no mention of differentiating instruction for students who are culturally and linguistically diverse, including no recognition of the unique and diverse culture of New Mexico. As a result, the material falls short of meeting the necessary criteria for adoption.

Reviewer #: R8

*Background and experience:*

I hold a Master of Arts degree in Curriculum Instruction and Design, as well as a Bachelor of Arts degree in Psychology and Art. I am a Level III teacher with 20 years of experience teaching students from preschool through twelfth grade. I am endorsed in PK-12 Visual Arts, Information Technology Coordinator and Technology Education. I am a member of the Computer Science Teachers Association (CSTA) and a participant in the Computer Science curriculum cohort from the New Mexico Public Education Department (NM PED).

*Professional summary of material:*

The course should not be adopted due to several reasons. The instructional materials, although addressing certain standards, lack the necessary level of detail and practical application required to effectively showcase the concepts outlined in those standards. The course materials do not provide comprehensive information or opportunities for practical application, resulting in a superficial coverage of the subject matter. Additionally, the instructional materials do not align closely with the CCTC and CTE standards. While the material touches upon a limited number of standards, it fails to provide learners with a thorough understanding of the concepts. Finally, I have reservations regarding the materials' cultural and linguistic practices. The materials fall short in engaging students in critical reflection regarding their own lives and societies, including past and present cultures in New Mexico. The instructional materials only minimally address ethnic descriptions, interpretations, and perspectives of events and experiences. As a result, the materials do not fully encourage students to critically examine and explore their own cultural identities and the diverse perspectives that shape society.

Reviewer #: 9

*Background and experience:*

I hold a Bachelor's of Music Education and Master's of Music Education and have taught band and orchestra at the middle school level for 19 years. I currently teach computer science classes including AP Computer Science Principles at the high school level. I have a level III teaching license and just completed my 23rd year of teaching. I have endorsements in Performing Arts, Computer Science, and Technology Education.

*Professional summary of material:*

While the course briefly covers CTE and CCTC standards, the course materials are lacking in depth. The course does have a wide range of activities, discussions, and assessments and the teacher resources help give pacing and teaching guidance. The materials are presented well and are easy to navigate, but have need of more information on career advancement; laws or regulations that could be in the fashion field; and ideas for differentiating instruction for different cultures, students with special needs, and English Learners.