

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	Health Science Foundations 1a/1b one year student license	Publisher	eDynamic Holdings LP
SE ISBN	9781737161622	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

88%

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 represent some variety of cultural and linguistic perspectives and highlight diversity in culture and language through the inclusion of multiple perspectives. Culturally and linguistically diverse backgrounds are included in the scenarios and history provided, including Ancient Greece, China, and India. The names and backgrounds of individuals used in the scenarios are diverse as well. The critical thinking questions, discussion questions, activities, and case studies include prompts that ask students to analyze scenarios from the perspective of patients and various members of a medical team. Students research cultural influences that impact the way medical care is delivered today and discuss how diversity impacts healthcare delivery including considering the role their own culture plays in their delivery of healthcare. Students are introduced to the term cultural competence and instructed in how to have mutual respect for diversity of viewpoints. The instructional materials engage students in critical reflection about their own lives by creating a career plan where they self-assess their interests, values, motivations, etc., in order to find a career that fits their wants and needs. However, the cultures of New Mexico are not represented in this curriculum. The instructional materials address some ethnic descriptions, interpretations or perspectives of events and experiences. Students discuss disparities in diagnosis based on ethnicity, gender and sexual orientation and the importance of communicating effectively with a range of people with human differences. However, discussion posts and critical thinking questions only address diversity ambiguously. There is no explicit information about or activity involving the perspectives or experiences of people from specific ethnicities.

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

Average Score
67%

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 instructional materials partially align with the CTE Standards overall. The curriculum includes clear sequencing and articulation for students to become educated in the allied health pathways. The instructional materials provide the academic knowledge and skills required to pursue a full range of careers common to all career clusters. The curriculum includes sections of employability skills pertinent to the allied health field but does not include information on entrepreneurial organizations. The instructional materials also provide opportunities for students to solve problems using critical thinking skills in multiple assessments throughout the curriculum. The content does not provide opportunities for students to use technological tools to access, manage, and create information. Information on personal information management (PIM) tools is not included. Students do not use computer-based equipment to control devices or identify how organizational systems and government could have an affect on the quality of products and services. The instructional materials do not provide opportunities for students to work collaboratively, employ conflict resolution skills, or to showcase their teamwork skills to meet goals and objectives.

STRAND ALIGNMENT

Materials align with specific CTE content strands. (Optional)

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Communications	The instructional materials partially meet the standards for Communications. Students are introduced to technical concepts and vocabulary in lesson readings and discussions. The instructional materials enable students to use correct grammar and terminology to create and edit documents. Students also demonstrate how to obtain and explain ideas to enhance communication in the workplace. However, there is no content that covers how to communicate with co-workers and clients/participants. There is also no area that enables students to evaluate and use information resources to accomplish specific occupational tasks in allied health fields. Another field not addressed in the instructional materials is practice on using public relations skills to increase customer/client satisfaction in health care fields.
Information Technology Applications	The instructional materials partially meet the standards for Information Technology Applications. The online curriculum enables students to use technological tools to expedite workflow as seen in labs, critical thinking questions, and activities in the curriculum. Students are also given practice on operating internet applications to perform workplace tasks. The instructional materials do not introduce or explain how to use personal information management (PIM) applications. The instructional materials also do not address the use of spreadsheet applications to organize and manipulate data and how to use computer based equipment to control devices. In addition, the instructional materials do not address ways for students to complete work in groups/teams. Students are working individually on content.
Leadership and Teamwork	The instructional materials partially meet the criteria for Leadership and Teamwork. Students will use leadership to accomplish goals, but they do not use teamwork skills or collaborate with others. Students complete labs, discussions, and assessment questions individually to showcase their leadership skills, but there is no mention of mentoring skills. There is not much information given to students about working with others and maintaining effective working relationships in this pathway. The instructional materials do not offer opportunities for students to practice conflict resolution skills in the workplace.
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
94%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

Overall, the instructional materials in the Health Science Foundations curriculum demonstrate a strong alignment with content standards for a health science career pathway. The materials effectively address important topics such as high school graduation requirements, the role of healthcare workers, legal and ethical responsibilities, and cultural differences in healthcare. They provide valuable information and promote critical thinking and communication skills. However, there is little evaluation of the roles and responsibilities of individual team members, as well as a deep analysis of the healthcare worker's role within the healthcare system.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

The instructional materials in the Health Science Foundations curriculum meet content standards for a health science career cluster. They provide information about high school graduation requirements and the importance of understanding the role of healthcare workers within their department and organization. The materials also address legal and ethical responsibilities in the healthcare workplace, including the implications of actions and the need to follow laws specific to the profession. They touch on cultural differences and their impact on healthcare, but do not fully explore academic subject matter necessary for pursuing a health science career or provide specific guidance on coursework.

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 (HL-THR) partially meet the content standards. They address the importance of utilizing communication strategies to answer patient/client questions and concerns on planned procedures and goals. The prompts provide scenarios where effective communication is challenged, emphasizing the need to understand and address both verbal and non-verbal cues. They encourage critical thinking and communication skills' development in healthcare settings. Additionally, the materials cover the communication of patient/client information among healthcare team members to facilitate a team approach to patient care. They explore the concept of healthcare-associated infections (HAIs) and discuss initiatives aimed at addressing them within the healthcare system. However, the materials do not include comprehensive prompts that explicitly evaluate patient/client needs, strengths, and problems to determine if treatment goals are being met. They also do not provide specific guidance on the assessment, monitoring, and reporting of patients/clients' health status within the protocol and scope of practice.

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

97%

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 gain foundational knowledge in health science career pathways. The material references various medical professional's role on how to effectively communicate with patients and co-workers. 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 five career pathways in healthcare and progress to more specific medical field skills, such as anatomy, physiology and medical terminology basics, growth and development throughout a lifespan, and employability skills for the medical field, such as healthcare laws, effective communication in healthcare, and ethical responsibilities.

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 create slideshows of research, make recordings of themselves practicing leading meetings and analyzing verbal and nonverbal communication techniques, and review scenarios of various patient encounters they may experience on the job. The materials also include critical thinking questions that have them assess their own values and ethics, as well as discussion posts that have them share their perspectives with classmates. Each unit includes at least one lab and activity and two discussion posts.

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. Students create a slideshow identifying and describing desirable traits of a member of a healthcare team including work habits, skills, and professional standards of behavior. They also create a career plan where they take a self-assessment of their values and motivations, skills and personal resources for future career training then complete career exploration research followed by decision making and goal setting to make their individualized career action plan. Descriptions of what academic credentials are needed to enter various healthcare positions as well as preparation for attaining them is included within the curriculum. Students practice both academic and foundational technical skills that will help to prepare them for a future in the medical field, including communication skills, teamwork and leadership skills, how to use technology in the medical field, taking data and measurements for healthcare purposes, and following health, safety, and security measures.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

The materials include opportunities for students to use industry appropriate technology. Throughout the material, students are given the opportunity to practice using word processing software to create essays, career plans, assess values and behaviors and organize them into a table, as well as write reports on such things as a chain of pathogen infection and observations on human interactions. Students create slideshows and film videos. They also learn about the use of current and future trends in healthcare technology, such as altering genes in embryos and technological advancements in medicine providing alternative treatments.

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
88%	85%

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 multiple teacher resources to support planning and multiple supports for all students. A pacing guide is included; 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. Digital assessments are included within each unit as well as interactive graphics, dropdown boxes, digital flashcards, critical thinking questions and discussion questions. Graphics and images are also included within each unit to help visual learners make meaning of the information as well as an embedded dictionary and picture dictionary. A toolbar that includes a read-aloud function, highlighter bar, the ability to take notes on the screen, and a dictionary and a translations tool are included within the whole curriculum. 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 multiple formative and summative assessments. The materials include alternatives to assessments for ELs, special needs and advanced students. They include a toolbar that allows ELs and special needs students to be accommodated when taking the already built-in assessments. Assessments can 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 represent some variety of cultural and linguistic perspectives and highlight diversity in culture and language through the inclusion of multiple perspectives. Culturally and linguistically diverse backgrounds are included in the scenarios and history provided, including Ancient Greece, China, and India. The names and backgrounds of individuals used in the scenarios are diverse as well. The critical thinking questions, discussion questions, activities, and case studies include prompts that ask students to analyze scenarios from the perspective of patients and various members of a medical team. Students research cultural influences that impact the way medical care is delivered today and discuss how diversity impacts healthcare delivery including considering the role their own culture plays in their delivery of healthcare. Students are introduced to the term cultural competence and instructed in how to have mutual respect for diversity of viewpoints. The instructional materials engage students in critical reflection about their own lives by creating a career plan where they self-assess their interests, values, motivations, etc., in order to find a career that fits their wants and needs. However, the cultures of New Mexico are not represented in this curriculum. The instructional materials address some ethnic descriptions, interpretations or perspectives of events and experiences. Students discuss disparities in diagnosis based on ethnicity, gender and sexual orientation and the importance of communicating effectively with a range of people with human differences. However, discussion posts and critical thinking questions only address diversity ambiguously. There is no explicit information about or activity involving the perspectives or experiences of people from specific ethnicities.

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 reservations for the state of New Mexico. eDynamic Health Science Foundations curriculum has a strong project-based, inquiry-based focus that allows for great 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 basic medical terminology and technical skills as well as employability skills that translate to many positions in the medical field. The addition of such activities as filming oneself leading a meeting and reviewing real-world scenarios gives students applicable training that will prepare them for entering this field of employment. There is also ample opportunity for students to reflect on what medical career would fit their individual values more appropriately. What the material does not include, however, is ample opportunity for students to practice using medical field specific technology as well as information about starting one's own entrepreneurial venture in the medical field. The material also doesn't include 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. It also does not include cultural relevance to New Mexico's diverse population. Students of hispanic and Native American descent may not see their cultural identity fully represented within the curriculum.

Reviewer #: 38

Background and experience:

I hold a 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.

Professional summary of material:

I recommend these materials with reservations for use in the state of New Mexico. The eDynamic Holdings LP for Health Science Foundations is an online curriculum that is easy to navigate and even easier 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. There is a separate section for each of the learning guides to assist in modifying the curriculum based on student needs. In the curriculum, there are multiple ways students investigate different perspectives by completing a range of assignments, knowledge checks, discussion questions, labs, essays, presentations, and critical thinking questions. The integration of new technology to showcase student knowledge is evident in multiple assignments across both semesters. The instructional materials do not include practice for teamwork, or an ability to showcase conflict resolution skills. The curriculum does provide information on cultural diversity and different viewpoints, but there is no mention of New Mexico's cultural diversity from the past or current standings.

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 these materials with some reservation in the state of New Mexico. The instructional materials in the Health Science Foundations curriculum provide a comprehensive range of teacher resources and supports, including pacing guides, syllabi, and a user-friendly toolbar with various features. They incorporate digital assessment tools, interactive graphics, and a translation tool to enhance student engagement and accommodate different learning preferences. The curriculum offers teacher guides with modification techniques and visual aids, supporting diverse learners and creating an inclusive learning environment. It addresses the needs of special populations through accommodations such as screen masking and study skill development. The materials provide a variety of assessments and include learning guides for different classroom types. They emphasize cultural understanding, incorporate diverse perspectives, and foster critical thinking skills. In addition, the instructional materials offer a range of assessment resources and tools for gathering continuous data on student progress. These include multiple-choice quizzes, critical thinking questions, discussion questions, and various activities specific to each unit. The curriculum provides comprehensive exams and incorporates diverse assessment formats like role play scenarios, research projects, and slide show presentations, allowing students to demonstrate their understanding and skills in different ways. The materials also emphasize the importance of cultural understanding and effective communication in healthcare, addressing cultural differences, language barriers, and the need for respectful and individualized communication. They encourage self-reflection and career planning activities, although the representation of specific cultural communities, such as Hispanic and Native American populations, could be improved to create a more inclusive learning experience. The curriculum could benefit from a more explicit alignment with Career and Technical Education (CTE) standards, further exploration of academic subject matter, and a deeper analysis of the healthcare worker's role within the overall healthcare system. Overall, the instructional materials offer a rich array of resources and assessments, promoting critical thinking, cultural competence, and career readiness skills in the context of health science education.