

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](#)

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|-------------------|--|----------------------------|----------------------|
| Text Title | Human Growth and Development 1a/1b (Human Growth and Behavior bundle) one year student license | Publisher | eDynamic Holdings LP |
| SE ISBN | 9781959433293 | 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

30%

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

38%

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:

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.

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|---------------|
| Average Score |
| 19% |

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 (including the text and assessments) do not align to the CTE standards. There is little evidence to suggest that students are applying or employing the skills and/or knowledge required of the standards. Instructional materials do not include a list of standards being addressed in each unit, lesson, or assessment. The alignment between the standards, learning objectives, and assessments is undefined and unclear.

STRAND ALIGNMENT

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

| Strand: | <i>Statements of appraisal and supporting evidence:</i> |
|---------------------------------------|---|
| Problem Solving and Critical Thinking | Strand 3: Problem Solving and Critical Thinking - Students are given information on how to solve problems through research and conflict resolution, but they are given little to no opportunity to apply the information they are given (i.e. using critical thinking skills to solve problems). Other than creating online discussions posts, students are not given team projects to employ critical thinking skills and decision-making skills. Students are not asked to identify, write, and monitor workplace performance goals. |
| Information Technology Applications | Strand 4: Information Technology Application - Other than using technology to access the online course and to submit online coursework, students are not reaching the full scope of this strand. Students are not given any opportunity to use spreadsheet applications to organize and manipulate data, nor are they given any opportunity to use database applications to manage data. The connection between work productivity, effective communication, and the use of technology is not explicit enough for students to understand the purpose of technology as it relates to the workplace. |
| Systems | Strand 5: Systems - Students are given some information on workplace hazards and are asked to explain how to make the hazards safer. However, the activity is not directly related to jobsite safety. In general, students are given little to no opportunity to demonstrate understanding of the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. |
| 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

19%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

Overall, the instructional materials (including the text and assessments) do not align to the CCTC standards. Specifically, there is not any evidence that shows the standards within the Administration & Administration Support Career Pathway and the Professional Support Services Career Pathway are being either addressed or assessed within the curriculum. There is little evidence to suggest that students are applying or employing the skills and/or knowledge required of the standards. Instructional materials do not include a list of standards being addressed in each unit, lesson, or assessment. The alignment between the standards, learning objectives, and assessments is undefined and unclear.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

Though there is some alignment between the CCTC standards for the career cluster, most of the instructional materials do not align with the CCTC standards within this cluster. Students are given little to no opportunity to apply communication skills, to use critical thinking to process educational policies and procedures, to demonstrate group collaboration skills, to demonstrate ethical and legal behavior, to describe state-specific professional development requirements, or to demonstrate group management skills to enhance professional education.

CAREER PATHWAY(S)

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

Statements of appraisal and supporting evidence:

Though there is some alignment between the CCTC standards for the Career Pathway and the materials, most of the instructional materials do not align with the CCTC standards. Additionally, students are given little to no opportunity to use foundational knowledge of subject matter to plan effective instruction, to use content knowledge and skills of instruction to develop standards-based goals and assessments, to identify materials and resources needed for instructional plans, to establish a positive climate to promote learning, or to utilize assessment and evaluation tools and data to advance learner achievement.

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

37%

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. The materials encourage students to pursue further education and careers in this pathway, but there is minimal evidence to suggest that the curriculum vertically aligns to prepare students to transition seamlessly to the next level of education. Without a cross reference of standards, it is difficult to find evidence of vertical alignment between the instructional materials, other related courses, or other grade levels.

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. In the critical thinking questions and the activities, students are asked to reflect on their own life and educational experiences. Problem and inquiry-based resources are not evident in the student-facing materials. Additionally, students are provided with some information to promote and support career decision-making and planning, but little evidence to show comprehensive career development that is coordinated and sequenced can be found.

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. For each activity, students are provided with a list of required and optional instructional materials to support learning. 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. Instructional materials do not provide opportunities to obtain certifications in pathway related careers.

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 and to gain understanding of the lessons, instructional materials do not offer up-to-date, current technology information and trends or future trends in the industry.

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 |
| 38% | 44% |

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 a toolbar. The student toolbar includes highlighting tools, translating tools, dictionaries, picture dictionaries, strike-through features, focus tools, and read aloud tools. Students can change the color and size of the text as well as the background color of the text. 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, teachers are not provided with specific lesson plans to support them in delivering the specific content in the student-facing materials. Additionally, 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 (check for understanding questions, quizzes, midterms, final exams, activities/projects, discussion posts, and critical thinking questions). However, evidence is not found to show that all strands of the standards are addressed in the aforementioned assessments. The assessments do not clearly define which standards are being assessed through content and language objectives. The alignment between standards, objectives, and assessments is not present in the materials. Listed standards cannot be found anywhere in the instructional materials.

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:

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.

Professional summary of material:

The materials are easy to navigate and have the same basic set up in each unit. There are discussion questions and activities that encourage critical thinking; however, there are many lower level questions and activities. The materials have objectives in the student materials, but the materials do not have standards listed anywhere.

Reviewer #: 26

Background and experience:

I have been a Language Arts and Mathematics teacher in New Mexico for 23 years, and have also taught in the education and training pathway for 6 of those years. I am the teacher leader for my school's Educators Rising chapter. I have a Master's Degree in Curriculum, Instruction, and Assessment.

Professional summary of material:

The material has an appropriate number of online tools and opportunities for assessment. Many online tools make the material more accessible for below-level learners, and some differentiation is also provided for above-level and English Learners. The text is easy to navigate for students and teachers, and there are extra teacher resources including a Pacing Guide to help teachers plan instruction. However, many New Mexico standards are not evident in the material, and overall, not enough evidence is available to support the standards.

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.

Accomplishments: Published researcher and "Certificate of Merit for Outstanding Graduate Student in Literacy Education"

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 is not found to show that all standards are being met. The instructional materials do not address or assess enough standards for students to reach the full scope of learning within this particular CTE program.