

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	Interior Design one year student license	Publisher	eDynamic Holdings LP
SE ISBN	9781736899564	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

58%

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:

Instructional materials do not inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions. There are no tools or resources in the instructional materials to relate the content area appropriately to culture and language diversity; however, the materials include tools and resources that demonstrate multiple perspectives in a specific concept, particularly when students are regularly asked to consider an imagined client's perspective. The curriculum does not engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico. While there is photographic representation of a variety of cultures and ethnicities, instructional materials do not address multiple ethnic descriptions, interpretations, or 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
48%

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 course materials partially meet the content standards and benchmarks. In the instructional materials, students have the opportunity to develop some academic skills required to pursue career and postsecondary career and education opportunities. The instructional materials provide development in language arts and limited development in math and science skills required to pursue pathway opportunities within the career cluster. The curriculum partially allows students to use appropriate communication skills, including technical terminology and information. Students are not provided frequent opportunities to solve problems using critical thinking skills and roles independently and in teams. Occasional opportunities are provided to students to use information technology tools specific to the career cluster. The curriculum provides moderate opportunity for students to demonstrate and understand the importance of health and safety and environmental systems. The instructional materials provide limited opportunities to use critical thinking skills and role-playing to develop conflict resolution skills within a team environment and independently. The instructional materials provide little information regarding the importance of professional ethics and legal responsibilities. The curriculum allows partial understanding of the importance of employability skills, technical knowledge, and other skills required to pursue careers.

STRAND ALIGNMENT

Materials align with specific CTE content strands. (Optional)

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

49%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

The materials provide limited ability for students to develop their academic foundational skills. In these materials, students have some opportunity to analyze how artistic and technical elements work together in various careers within the AR Cluster and provide opportunities to analyze the significance of health, safety, environmental management systems, and legal/ethical responsibilities. However, the instructional materials only offer limited experiences to analyze how the career cluster affects the lifestyle and physical demands of those pursuing a career in this cluster. There are also limited opportunities for students to analyze the history and evolution of visual arts and its impact on society. Furthermore, the materials provide little opportunity for students to analyze the application of visual arts elements and principles of design for effective communication and expression of ideas.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

The instructional materials allow students to analyze the interdependence of the technical and artistic elements of various careers within the AR Cluster. The curriculum provides the opportunity for students to analyze the importance of health, safety and environmental management systems. The instructional materials provide limited opportunities to analyze the lifestyle implications and physical demands required in the workplace. The curriculum allows analysis of the legal and ethical responsibilities required in this cluster.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

The instructional materials partially allow students to describe the history and evolution of the visual arts and impact on society. The course materials offer some opportunities to analyze and create two- and three-dimensional art forms using various media in some of the projects assigned. The curriculum allows little opportunity for students to analyze the application of visual arts elements and principles of design to communicate and express ideas.

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

84%

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:

Instructional materials demonstrate a clear sequence of units that incorporate technical, academic, and employability knowledge and skills. The curriculum begins with broad concepts and skills and progresses to build students' depth of knowledge and skills. The content and standards within the instructional materials do not duplicate and are aligned to assist students in transitioning to the next level of education.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

The materials offer students the opportunity to participate in project-based learning activities and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning. Instructional materials provide students with comprehensive, coordinated, and sequenced career development to support career planning and decision-making.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

Instructional materials provide students with information on obtaining certifications relevant to pursuing pathway related careers. The material gives students the opportunity to connect academic and technical knowledge and skills. Instructional materials often incorporate essential equipment, materials and/or technology to support learning.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

The materials allow opportunity for students to use technology to enhance productivity. Instructional materials offer some current technology information and information about up-to-date and future trends in the field.

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%	50%

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 a list of lessons in the Pacing Guide under Teacher Resources; however, the standards are not cross-referenced and the standards are not addressed. The Pacing Guide provides an estimated instructional time for each lesson and unit. The entire course is delivered digitally, so there are ample opportunities for digital learning, including interactive digital components and digital assessment. Instructional materials incorporate some features that aid students and teachers in making meaning of the text. The material offers some support, accommodations, and modifications for English Learners; however, there is little to no support for Culturally and Linguistically Diverse students. The Blended Learning Guide under Teacher Resources provides accommodations and modifications for other special populations, such as students whose skills are above grade level and those who are below grade level, to support their regular and active participation in learning content.

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 assessments to measure what students know and can do in the majority of strands of the standards for the content area. The curriculum provides multiple formative and summative assessments, and while most of the standards are addressed, the instructional materials do not provide teacher resources to clearly 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, but there is no support or alternatives 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 do not inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions. There are no tools or resources in the instructional materials to relate the content area appropriately to culture and language diversity; however, the materials include tools and resources that demonstrate multiple perspectives in a specific concept, particularly when students are regularly asked to consider an imagined client's perspective. The curriculum does not engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico. While there is photographic representation of a variety of cultures and ethnicities, instructional materials do not address multiple ethnic descriptions, interpretations, or 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 my 16th year in the classroom and have taught 6th through 12th grade in the subject areas of ELA and yearbook. I currently teach yearbook exclusively and have built a nationally recognized program. I have a secondary English Language Arts endorsement and I 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:

The instructional materials should not be adopted based on many reasons. While the curriculum addresses a majority of the standards, teachers are not provided resources that clearly link the curriculum to each standard, so it is up to teachers to make those connections themselves. The connection to the CCTC and CTE standards is often at a surface level, rather than allowing deeper levels of understanding and opportunity for students to apply their knowledge. The curriculum lacks opportunities for in-depth analysis and practical application of the concepts to real-world problems. While the entire curriculum can be delivered digitally and there are many summative and formative assessments provided, the assessments do not measure an appropriate level of rigor and deeper levels of understanding. The curriculum provides significant support for students who are English learners, above grade level, and below grade level; however, I have strong reservations in regards to the curriculum's lack of support for students who are culturally and linguistically diverse. There is also no mention of a student in New Mexico's unique perspective in regard to culture.

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 have endorsements 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 curriculum 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 curriculum touches upon a limited number of standards, it fails to provide learners with a thorough understanding of the concepts. The curriculum lacks opportunities for in-depth analysis and practical application of the concepts to real-world problems. Finally, I have reservations regarding the materials' cultural and linguistic practices. There is limited evidence of incorporating students' cultural backgrounds and linguistic diversity.

Reviewer #: R9

Background and experience:

I hold a Bachelor of Music Education and Master of Music Education degree and 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 endorsement in Performing Arts, Computer Science, and Technology Education.

Professional summary of material:

While the reviewed curriculum provides coursework to learn about interior design, I have some reservations about recommending the curriculum for adoption. The materials do not closely align with the CTE or CCTC standards and teacher materials do not provide standard alignment or guidance. The activities, discussions and critical thinking questions provide different ways to learn the material, but linking those skills to real-world career tasks that students could perform in class is lacking. The teacher materials address differentiation for English Learners and students with special needs, but the materials do not provide Culturally and Linguistically Diverse students with activities that could reflect their background.