

**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>	Medical Lab Assisting 1a/1b	<b>Publisher</b>	eDynamic Holdings LP
<b>SE ISBN</b>	9781959433385	<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

87%

**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

95%

**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 discussion questions included within each unit require students to reflect on their own perspectives toward the material and situations presented and are completed on an online board where students can respond to each other. The material also requires students to practice communicating with clients in various situations to determine the best way to communicate in different scenarios. One discussion question requires students to analyze and hypothesize why cold and flu cases decreased during the height of the COVID pandemic, requiring students to analyze the situation and engage with others' theories.

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

Average Score
65%

**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 materials partially align with the CTE standards. The materials include teamwork in the activities where students are asked to collaborate and discuss ethical issues in the medical field. The materials include technical skills where students have to use various sources of technology (camera, writing software and record videos) when conducting interviews and performing skits. Materials include researching career pathways, but nothing in terms of entrepreneur information. There are reading passages about Ethics and Legal responsibilities, but very few opportunities for application. While there are several reading passages, there are very few opportunities to demonstrate or employ the standards.

**STRAND ALIGNMENT**

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

<b>Strand:</b>	<i>Statements of appraisal and supporting evidence:</i>
Academic Foundations	Students are given several opportunities to learn and demonstrate academic knowledge of skills needed to pursue a career in medical lab assisting. Activities include proofreading and discussing terminology needed to measure and obtain blood specimens.
Problem Solving and Critical Thinking	Students are given several opportunities to demonstrate problem solving skills in contexts such as phlebotomy and emergency situations. The materials offer tips and information on conflict management and critical thinking, but few opportunities to demonstrate those skills.
Ethics and Legal Responsibilities	Students are given information on ethical and legal issues within the medical field, but the material doesn't offer opportunities to apply that knowledge, as required by the standards.
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
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89%
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**OVERALL ALIGNMENT**

**Materials align with the CCTC standards.**

*Statements of appraisal and supporting evidence:*

Overall, the instructional materials align with the CCTC standards. The materials require students to research the requirements for graduation, read about the guidelines for HIPAA and OSHA, and look at the potential hazards of workplace infection by reading about the chain of infection in a healthcare facility. However, there are limited opportunities for application of this knowledge.

**CAREER CLUSTER**

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

*Statements of appraisal and supporting evidence:*

Students are given several opportunities to research and analyze requirements and roles within the Health Science career cluster. The materials also discuss ethical and safety dilemmas and offers opportunities to analyze situations that may occur in a medical lab setting, such as a situation where a hypothetical colleague deviates from their role.

**CAREER PATHWAY(S)**

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

*Statements of appraisal and supporting evidence:*

The materials were reviewed for alignment with the Support Services Career Pathway. The materials offer information regarding safety guidelines, such as OSHA standards, and typical equipment that is used in a medical lab. However, the material does not offer hands-on opportunities to implement those guidelines or understand the equipment.

**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
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96%
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**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 materials include a sequence of lessons that are vertically aligned to the career pathway. It begins with broad foundational knowledge and progresses in specificity with individual skills and knowledge. The materials offer a base pacing guide as well as resources that offer opportunities to differentiate for the needs of specific students or pathways.

**FOCUS AREA 2 ENGAGING INSTRUCTION**

**Instructional materials are engaging for students.**

*Statements of appraisal and supporting evidence:*

The instructional materials offer the opportunity for students to implement critical thinking by having students explain how technology in the healthcare industry works, as well as researching the evolving diagnostic technology in the healthcare industry.

**FOCUS AREA 3 CAREER DEVELOPMENT**

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

*Statements of appraisal and supporting evidence:*

The material includes a section that lists the required career certification exams and provides activities that offer students the opportunity to research and explain required knowledge and education for the career cluster. There is also a section that explains various equipment used in the careers in this pathway.

**FOCUS AREA 4 TECHNOLOGY**

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

*Statements of appraisal and supporting evidence:*

The instructional materials incorporate opportunities to use industry appropriate technology. For example, students learn about taking inventory and creating a spreadsheet on a word processor. Students are also tasked with writing interview questions and conducting a mock interview and skit. The materials also have students discuss evolving diagnostic technology.

**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
95%	97%

**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 teacher pacing guide and resources provide a list of lessons with objectives, instructional time, and differentiation suggestions. All activities are represented digitally, with resources to help teachers grade work and organize a grade book. The material offers flashcards and vocabulary support for students, as well as accessibility tools such as a highlighter, note taking tools, and the ability to have material read aloud and translated. Students can take the course independently or with teacher support. The teacher pacing guide and resources provide a list of lessons with objectives, instructional time, and differentiation suggestions.

**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 both formative and summative assessments, including discussion and critical thinking activities. These activities come with rubrics and resources such as project based learning guides and inquiry based learning guides. Pacing guides offers suggestions and resources on collecting ongoing data about student progress.

**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 discussion questions included within each unit require students to reflect on their own perspectives toward the material and situations presented and are completed on an online board where students can respond to each other. The material also requires students to practice communicating with clients in various situations to determine the best way to communicate in different scenarios. One discussion question requires students to analyze and hypothesize why cold and flu cases decreased during the height of the COVID pandemic, requiring students to analyze the situation and engage with others' theories.

**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 #: 40

*Background and experience:*

I am a Level III science teacher with a MA in Science and an MA in Technology. Presently, I am an 8th grade science teacher and teach a health class for 8th graders. I have been on the material review committee for 5 years and have 21 years of teaching experience.

*Professional summary of material:*

The materials as a whole are somewhat comprehensive in that they offer students opportunities to collaborate in discussions, research and create a pathway to a specific career. They also implement several critical thinking activities and allow for students to use technology to conduct interviews, participate in leadership activities. There are several lessons in what to expect and how to communicate with patients and how to problem solve. Materials also implement math standards where students analyze graphs and create spreadsheets. The PBL guide and the Inquiry Based Learning guide, as well as the Pacing guide, are great resources for teachers.

Reviewer #: 41

*Background and experience:*

I am a level III teacher. I have a background in comparative literature and Spanish. I also have an MA in bilingual education. I am a key GLAD trainer and have 17 years working in a Dual Language middle school.

*Professional summary of material:*

These material offer students a wide range of tasks and activities and prepare them to consider if they would like to work in the medical profession. Moreover, materials offer educators different ways to monitor growth and learning. This material offers many different scenarios for students to consider, which employs critical thinking skills. Overall, the materials are well organized and accessible to students and educators.

Reviewer #: 42

*Background and experience:*

I have been in education in New Mexico for 23 years, 13 as a teacher, currently Level III. I taught middle and high school ELA as well as sustainability and health. I currently teach life skills/ACE to incarcerated students at Albuquerque JDC.

*Professional summary of material:*

These materials are useful for students who have an interest in working in a medical lab. They contain broad knowledge of the career cluster as a whole as well as details on specific roles within the career cluster. The materials offer numerous practical opportunities to practice the various forms of communication that are necessary for such a job, as well as plenty of scenarios involving patient and coworker issues. The materials are organized and labeled clearly, making it easy to find topics and activities without causing frustration. I would use this book for my students interested in getting a start in the medical field.