

**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 Office Administration 1a/1b	<b>Publisher</b>	eDynamic Holdings LP
<b>SE ISBN</b>	9781959433408	<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

100%

**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 materials offer a variety of cultural and linguistic perspectives. The project-based learning guide includes resources and activities for students to demonstrate multiple perspectives. The inquiry-based learning guide includes ideas and projects that implement multiple ethnic descriptions.

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

Average Score
63%

**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 to the CTE standards. The materials contain activities that involve reading, problem solving, critical thinking, and communication. Students learn about ethics, leadership, and teamwork. However, there are not opportunities for students to apply their learning. The materials offer descriptions of education and certification requirements for the Health Sciences Career Cluster and require students to research their own paths. However, the materials do not provide opportunities to learn about quality control, the global context of the industry, or entrepreneurial topics.

**STRAND ALIGNMENT**

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

<b>Strand:</b>	<i>Statements of appraisal and supporting evidence:</i>
Technical Skills	The materials provide opportunities to apply technical skills such as creating spreadsheets, videotaping an interview, and creating flash cards.
Communications	The materials contain lessons on interoffice communication, communication with patients, and conflict resolution in a medical office.
Choose CTE Content Strand (optional)	
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
---------------

89%
-----

**OVERALL ALIGNMENT**

**Materials align with the CCTC standards.**

*Statements of appraisal and supporting evidence:*

The materials partially align to the CCTC standards. The materials provide opportunities for students to read about a lawsuit case and write a persuasive paper to make medical professionals more aware of the importance of patient privacy. The materials discuss some career requirements, but do not address graduation requirements.

**CAREER CLUSTER**

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

*Statements of appraisal and supporting evidence:*

The materials partially align to the CCTC standards for the Health Sciences Career Cluster. The materials provide opportunities for students to learn about medical office responsibilities and the guidelines for OSHA and HIPPA. However, there is little opportunity to apply or demonstrate that knowledge.

**CAREER PATHWAY(S)**

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

*Statements of appraisal and supporting evidence:*

The materials partially align to the CCTC Health Informatics Career Pathway standards. Students are asked to explain what emotions a patient may be feeling during a medical visit. Additionally, students read about the evolution of the medical record but do not have opportunities to describe the evolution themselves.

**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 materials are well sequenced, providing broad foundational knowledge followed by more specific information and skills. The lessons and units are scaffolded and progressive, with opportunities for formative assessment embedded within.

**FOCUS AREA 2 ENGAGING INSTRUCTION**

**Instructional materials are engaging for students.**

*Statements of appraisal and supporting evidence:*

The materials provide a variety of reading, critical thinking activities, and hands-on practice throughout. The materials provide information regarding career requirements throughout.

**FOCUS AREA 3 CAREER DEVELOPMENT**

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

*Statements of appraisal and supporting evidence:*

The materials contain guidance towards students' career goals. They provide information about the academic knowledge needed for future training and the soft skills necessary for working with colleagues and clients.

**FOCUS AREA 4 TECHNOLOGY**

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

*Statements of appraisal and supporting evidence:*

The materials provide opportunities to conduct research online, use demo versions of medical software, and create presentations using software and video methods. The entire course is online, therefore requiring students to practice the technological skills required to engage with digital materials.

**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
100%	100%

**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 materials provide a list of lessons that can be found in the pacing guide and in the teacher edition. There are digital learning opportunities where students create videos for mock interviews, create flow charts on body systems, and make flashcards on a word processor. The blended learning guide offers support, accommodations, and modifications for special populations as well as English Learners (ELs) and culturally and linguistically diverse students.

**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 teachers a variety of formative and summative assessments in the form of discussions, critical thinking questions, and activities. These assessments are included in all of the units.

**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 materials offer a variety of cultural and linguistic perspectives. The project-based learning guide includes resources and activities for students to demonstrate multiple perspectives. The inquiry-based learning guide includes ideas and projects that implement multiple ethnic descriptions.

**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 teacher currently teaching 8th grade science and health. I have 21 years of teaching experience with an MA in science and an MA in technology.

*Professional summary of material:*

The instructional materials are comprehensive in that they include a variety of interactive activities, discussions, and critical thinking opportunities. Technology is integrated into a majority of the lessons. Students can write a skit, videotape an interview, and research other careers in the medical field. The pacing guide offers several strategies and differentiation ideas for diverse populations as well as EL students. The PBL guide offers teachers additional resources and support.

Reviewer #: 42

*Background and experience:*

I have worked in New Mexico education for over 20 years. I began as an EA in a reading intervention group and worked my way up to Level III ELA, health, and life skills/ACE. I am currently in my 5th year teaching life skills and advanced career exploration to pre-adjudicated students at a juvenile detention center. My students tend to be very focused on the nuts and bolts of training for and beginning a career, and choose materials that will facilitate those goals.

*Professional summary of material:*

The materials are a comprehensive resource for students seeking a career in this cluster. They provide technical knowledge and practice, as well as information and practice about medical terminology and soft skills. The materials are designed for high engagement, so that even if a student is working independently, they are frequently required to interact with the program as well as other students in the online discussion board.