

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	Medical Terminology 1a/1b	Publisher	eDynamic Holdings LP
SE ISBN	9781959433415	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

72%

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

92%

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 material provides instructional support for linguistically diverse students, as well as using culturally and ethnically diverse language and perspectives. The material also provides multiple opportunities for students to learn about and explore the benefits of diversity and to draw on and share personal experiences in those areas.

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

Average Score
25%

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 material does not align with all CTE standards. The material provides opportunities to use and build on academic foundations, but lacks focus on many of them.

STRAND ALIGNMENT

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

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Systems	Materials lack demonstration of the importance of health, safety and environmental management systems. The curriculum does not specifically cover regulatory compliance and performance within medical organizations. Information about safety, rules, regulations and responsibilities of medical workers is not clearly present. The material does not address the influence of government laws and regulations within the medical profession.
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

82%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

The materials address or partially address almost all the CCTC standards. Lessons and activities are designed to facilitate student learning about the broader environment in which they will be working, and the constraints and concerns associated with that, as well as how they will interact and collaborate with other industries and professionals. However, the material offers very little information or opportunity for learning about the ramifications of laws, regulatory practices, and how the ethics of both the profession and the individual come into play with the technicalities of the industry.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

The materials identify academic subjects needed for a career in the field of health sciences. The materials cover the different roles and responsibilities of healthcare workers within the system. However, the materials do not fully acknowledge the legal and ethical responsibilities of those working in the healthcare industries. There is minimal mention of ethical practices with respect to diversity in the healthcare workplace.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

The material provides students with multiple opportunities to work on communication strategies, using processes for assessing and monitoring patients and evaluating patient needs, and communicating treatment plans with the patient. The materials also provide communication strategies for working with colleagues and working as a team to meet the medical needs of the patient. Students are given case studies and activities where they practice the necessary communication skills with patients and colleagues to provide treatment.

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

87%

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 material is organized in such a way that students will progress in a logical manner, as one unit flows naturally into another. As competencies are developed and mastered, the curriculum provides opportunities for more advanced work, as well as opportunities for career planning and development and the planning of future education and training requirements.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

The material is engaging for students in that it provides project based learning, problem based inquiry, and challenge based learning. Students complete case studies and activities that incorporate problem based learning. The curriculum provides digital graphics that are engaging for students to use. The material also provides students with audio to learn medical terms and provides spelling checks with those terms.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

Several units provide information on obtaining certificates for careers in the medical industry. Teacher resources include a breakdown of the different medical certifications and include descriptions of each. The material also discusses different types of medical workers, exposing students to other career paths in the medical field.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

Instructional materials incorporate multiple opportunities to use industry technology. Students are given activities including Powerpoints, video recordings of their work, creating Word documents, and using graphic design programs to enhance productivity and learning. However, the materials lack information that introduces students to new, up-to-date 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
92%	94%

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 material provides a teacher edition that lists the units and lessons. The teacher edition has lesson objectives and a pacing guide that provides an estimated instructional time for each lesson and unit. However, it does not have standards cross-referenced. The curriculum provides the teacher with a blended learning guide that provides guidance and strategies to work with ELs and diverse students. It provides suggestions to differentiate instruction to support a variety of learners. The curriculum provides many opportunities for students to use digital learning, interactive digital components, and digital assessments.

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 material offers teachers a variety of assessment resources and tools to collect data on student progress. Assessments are vary by learning style and ability. Materials contain formative and summative quizzes, cumulative tests, critical writing responses, and projects. Alternatives are provided for diverse groups, such as the option to have quiz questions translated, and activities that promote the use of multiple learning styles to gather student data.

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 material provides instructional support for linguistically diverse students, as well as using culturally and ethnically diverse language and perspectives. The material also provides multiple opportunities for students to learn about and explore the benefits of diversity and to draw on and share personal experiences in those areas.

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 #: 43

Background and experience:

MA in Interdisciplinary Studies with focus areas of Reading and SpED, BS Elementary Education with focus areas in Language Arts and Science. Level II teacher with 24 years of experience in elementary education K-5. Currently a 5th grade ELA teacher and a 2nd time reviewer for curriculum.

Professional summary of material:

I do not recommend the adoption of the eDynamic Medical Terminology curriculum for adoption, as the curriculum did not fully address the standards for problem solving and critical thinking, systems, leadership, teamwork and safety, health, and environmental management of the CTE standards. The curriculum does not state the standards that are to be covered in the teacher's edition, but instead has instructional objectives for each unit and lesson. The teacher's guide does not include differentiation for all learners, as this is on a separate document. The curriculum has strengths in teaching about and breaking down medical terminology and provides digital tools to help in the learning process. The curriculum provides the foundational skills needed in medical terminology, but doesn't build on what is needed to support the student in becoming employable. Overall, the curriculum meets several standards that are specific to the field, but does not meet several of the CTE standards.

Reviewer #: #44

Background and experience:

I'm a level II teacher with a BS degree in computer applications and support and a BS degree in Occupational Education. I have 10 years of teaching experience. The last 4 years have been in CTE. I teach HS freshman and my class is a beginning keyboarding/word processing class for dual credit. I have also taught online classes for state colleges in MS Office applications.

Professional summary of material:

The material provides foundational level knowledge, skills and competencies in the CTE medical career cluster. The teacher resources provide guidance and suggestions for applying the material in the classroom with various learning/teaching styles. Suggestions for differentiation and enrichment are provided as well. Furthermore, there is student guidance material to help them understand the visual cues in the material, the structure of information, progression, etc. There are also features to assist students who may have language or cultural impediments, and opportunities to celebrate those differences. As a whole, there are solid pedagogical practices in the material and it is culturally and linguistically sensitive. However, the material lacks evidence of the building and developing of professionalism, becoming proficient with industry technology, and career pathway development, which are all critical in CTE. For these reasons, I do not recommend this material for adoption.

Reviewer #: 45

Background and experience:

MA degree in Early Childhood Education. BA in Liberal Studies. Level 3 teacher with 17 years of teaching experience, spanning K-9. Lead ELA teacher and 2nd time reviewer for this process.

Professional summary of material:

I do not recommend adoption of the eDynamic Medical Terminology materials for the use of New Mexico Schools. The eDynamic materials lack evidence of many of the Career and Technical Education standards. This material seems to be a course that would set a foundation for other medical careers, since evidence of standards dealing with policies, laws, ethics, and responsibilities were not found. The material also misses opportunities for cross-curricular teaching. Team building and other types of communication necessary within a work environment are not covered. The skills and knowledge needed to further employability also is not addressed in this material. Although the material lacks in alignment with the CTE 7-12 standards, it does score well in both CTE and All Content criteria. eDynamic materials have engaging instruction that appeals to many different types of learning styles. It offers many opportunities for project-based, inquiry-based, and challenged-based learning.