

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	Nutrition and Wellness	Publisher	eDynamic Holdings LP
SE ISBN	9781736899632	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

45%

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

44%

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 partially address the standards for Focus Area 3, Cultural and Linguistic Perspectives and Responsiveness. These standards require materials to engage students in critical reflection about their lives and society, including cultures past and present in New Mexico. The material provides students with critical reflection about their own lives in society, including the past and present. However, the material is not specific to New Mexico. The criteria also require the materials to address multiple ethnic descriptions, interpretations, or perspectives of events and experiences. The materials do address multiple ethnic descriptions in Unit 4. However, the criterion is only addressed in one paragraph and lacks multiple 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

34%

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:

Materials do not fully align with the CTE standards. Some standards, such as critical thinking, are partially met by the material. However, some standards, such as ethics and legal responsibilities and technical skills, are not addressed by the material. The material does not specifically address workplace situations.

STRAND ALIGNMENT

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

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Ethics and Legal Responsibilities	One of the standards for "Ethical and Legal Responsibilities" requires students to apply ethical reasoning to a variety of workplace situations in order to make ethical decisions. In Unit 8, Lesson 4 "Ethical and Practical Solutions", the material partially meets the standard by addressing ethical reasoning in a variety of situations. The material states that "Part of your role as you grow into adulthood is to promote your own personal wellness along with that of your family, community, and the world", "which includes caring for society." However, the material does not specifically address workplace situations.
Employability and Career Development	One of the standards for "Employability and Career Development" requires students to explore, plan, and effectively manage careers. The students are tasked to create a portfolio related to a career, but the activity does not address many of the standards. For example, retaining and maintaining employment is not discussed in the material at all.
Information Technology Applications	This material uses word processing software to help students organize their ideas.
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
16%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

The materials do not align with the Common Career Technical Core for CTE (CCTC). The standards for CCTC revolve around the workplace, roles within the workplace, and ethical practices within the workplace. Several of these standards are not addressed. For example, an activity in Unit 4 requires students to choose a spokesperson for an antidrug campaign. It does not explain the healthcare workers' role within their department, organization or overall healthcare system.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

The materials do not align to the CCTC standards for the Career Cluster. Standard 5, which requires the knowledge of legal responsibilities of healthcare workers and implications within the workplace, is not addressed in the material. For example, in Unit 2, the material addresses alcoholism and services provided to help those in need; however, it does not address legal and ethical responsibilities, limitations and implications of actions within the workplace. Additionally, the material does not address Standard 6, which requires the evaluation of ethical practices with respect to cultural, social and ethnic differences within the workplace.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

The materials do not align with the CCTC Standards for the Career Pathway. Standard 29 requires the evaluation of patient/client needs, strengths, and problems in order to determine if treatment goals are being met. In Unit 6, the material refers to eating disorders and suicide, but it does not refer to evaluating needs, strengths, and problems to determine if treatment goals are being met. Standard 27 requires communicating patient/client information among healthcare team members to facilitate a team approach to patient care. The material does not address this standard. In Unit 7's Relationship Skills Building section, the material refers to social bonds with family, friends, and even clubs or groups but does not refer to communicating with patients or client information among healthcare team members as required by the standards.

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

72%

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 provided partially addresses the criteria within Focus Area 1, Sequencing and Articulation. The materials include a sequence of courses or competencies across secondary education that incorporates technical, academic and employable skills. For example, in Unit 4, the material addresses the incorporation of technical skills such as using technology and academic skills to enhance people's health. However, it does not directly address employability knowledge and skills.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

The materials mostly address the criteria for Focus Area 2, Engaging Instruction. For example, the curriculum provides problem-based questions for students to work through and answer. However, some criteria in this Focus Area are only partially addressed. The materials found in Unit 7 cover stay at home parents versus working parents. However, they do not incorporate comprehensive career development that is coordinated and sequenced to promote career decision making.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

The materials partially address the criteria in Focus Area 3, Career Development. The material refers to problem-based, inquiry-based, and challenge-based learning. However, several standards are only partially addressed. In Unit 4, the materials address health behaviors associated with lower levels of education, but do not address the connection between academic and technical knowledge or cross disciplinary collaboration.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

The material provided mostly addresses the criteria in Focus Area 5, Technology. Criterion 9, which states "Instructional material provides students with opportunities to use technology to enhance productivity", is met in Unit 4, where students are required to compose an email. The material partially addresses criteria such as criterion 10, which states "Instructional materials offer up-to-date, current technology information and trends for the course and future trends in industry." The materials discuss up to date current technology information, but it is not specific to 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
44%	58%

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 contains teacher resources that include the pacing, teacher guide, and the suggested answers to each of the activities. There is also a "Getting Started" part for the students, which includes the course syllabus, required materials, vocabulary, bibliography, and companion to guide the students. However, the resources fail to integrate the culture and heritage specifically to New Mexico. Additionally, the material does not have provision for resources that will support students with special needs.

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 materials partially address the standards in Focus Area 2, Assessment. The materials provide a variety of assessments that measure student progress, such as podcasts, posters, essays, and quizzes; however, the standards addressed in the assessments are not clearly defined. This is also prevalent in the summative and formative assessments, which lack clarity in which standards are being assessed.

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 partially address the standards for Focus Area 3, Cultural and Linguistic Perspectives and Responsiveness. These standards require materials to engage students in critical reflection about their lives and society, including cultures past and present in New Mexico. The material provides students with critical reflection about their own lives in society, including the past and present. However, the material is not specific to New Mexico. The criteria also require the materials to address multiple ethnic descriptions, interpretations, or perspectives of events and experiences. The materials do address multiple ethnic descriptions in Unit 4. However, the criterion is only addressed in one paragraph and lacks multiple 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 #: R46

Background and experience:

Teacher has a Ph.D. in Biology with a concentration in Cellular and Organismal Biology. Teacher currently holds a level II license with 7 years of teaching in secondary education and five years of teaching in post-secondary education. Teacher holds an endorsement in science and a Vocational License. Teacher currently teaches Anatomy & Physiology, Advanced Biology, and dual credit Biology courses.

Professional summary of material:

The material is organized into clearly ordered units. Navigation of the platform is easy to use and each unit is formatted comparably. Each module has appropriately titled lessons, followed by critical questions, activities, flashcards, unit quizzes, and discussion questions. The modules allow students to engage with material and to use technology, such as a word processor and the internet, to complete activities. The activities offer an opportunity for students to include their homelife and interact with the community. However, the materials do not align well to the Career Technical Education (CTE) standards, as they are missing the integration of careers and the workplace. One focus of CTE is to help students develop skills that help them achieve their career goals, and the material lacks resources related to certifications and pathways. The material fails to provide supports for English Learners such as platform translators, and does not provide differentiation or alternative assignments for our gifted or special needs students.

Reviewer #: 47

Background and experience:

Over the course of 18 years, I have taught grades 6-12 including special education, ELA, and ESL (TESOL) in Texas and New Mexico. I am a certified level III teacher with Special Ed, Language Arts, and TESOL endorsements, as well as a level III B administrators license. I have had the privilege of working with Cognia and TNTP for curriculum alignment in the state of NM, and I am currently an assistant principal in my district.

Professional summary of material:

eDynamics: Nutrition and Wellness strives to offer a curriculum that meets the demands of the New Mexico standards through units and lessons. The material is well-organized and easy to follow. The modules allow students to engage with the material and offer the use of technology, as well as hands on activities. However, the materials do not align well with the CTE standards as they are missing information related to careers and the workplace. The material fails to provide suggestions or supports for SPED, EL, or gifted students.

Reviewer #: 48

Background and experience:

The teacher holds a level III license and has been a high school-level Science for 20 years and a Career Technical Education teacher for 2 years in grades 9 - 12. He taught Biology, Environmental, physical, and Biomedical Sciences, Human Body, and Clean Energy Systems. Teacher holds Science, Business Education, TESOL, and Vocational - Technical Endorsements.

Professional summary of material:

eDynamics: Nutrition and Wellness is multi-disciplinary and the material is well-organized and easy to follow. It is a user-friendly material for both teachers and students. The material contains a teacher's resources section. It also includes several units that are properly titled and supported by activities like podcasts, flashcards, critical thinking questions, discussions, quizzes, and exams that help engage students. It also introduces some tools and resources for the teachers and students to use as a reference. However, the material does not align to several of the CTE standards such as relating most of the topics to the workplace, information on the job certification, provision of work to those students with special needs, and specific activities that integrate New Mexico culture and heritage to Nutrition and Wellness.