

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	Principles of Public Service: To Serve and Protect	Publisher	eDynamic Holdings LP
SE ISBN	9781959433453	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

26%

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

2%

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 provide differentiated instruction for the differing levels of student learning. Material is missing a variety of cultural and linguistic perspectives for the student. Students do not have the opportunity to utilize background information or knowledge already gained. Minimal opportunity to work collaboratively or have engaging conversations is present, as the majority of activities are completed individually. There is no representation of people, their language, or culture who live or have lived in New Mexico. The instructional material does include a toolbar to assist in some areas but the translation option is only for the Spanish language.

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

Average Score

20%

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:

Principles of Public Service does not explicitly state which CTE standards align with each lesson. When evaluating each standard with the material provided, we find that the material presents information regarding most of the CTE standards in each strand. However, the attention paid to those standards is through definitions and narratives only. Nearly every CTE strand requires the student to demonstrate, analyze, and/or employ concepts in Career and Technical Education. Such actions are not widely expected in the material reviewed.

STRAND ALIGNMENT

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

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Academic Foundations	<i>Principles of Public Service</i> is an introductory text, providing an overview of the job opportunities and skills necessary in the Public Service pathway. Students are not given sufficient opportunities to demonstrate their academic knowledge to the full range of career and postsecondary education skills in the material. Students are not tasked with completing any required training in their chosen fields. Academic skills are introduced to the learner, but students are not tasked with demonstrating those skills. There is no explanation or demonstration of mathematics skills in the material. Language arts skills, such as writing a report or answering essay questions, are present in the material. There are no opportunities for students to complete certification training in any service field.
Ethics and Legal Responsibilities	The instructional material provides minimal information regarding Ethics and Responsibilities for the student. Material is an overview of Public Service and is more geared toward careers and their functions with some responsibilities. Legal responsibilities and ethics are not discussed in depth for the student's understanding of what this entails for each career.
Technical Skills	<i>Principles of Public Service</i> provides the students with text, readings, vocabulary, research, and questions to gauge their interest in learning more about public service. Although students are required to use mostly word processors, the internet, and a PowerPoint presentation, very few technical skills are utilized or demonstrated throughout the material.
Leadership and Teamwork	Leadership and teamwork skills are not explicitly taught in the cited material beyond the importance of having or being a mentor. Students are not given the opportunity to use leadership skills in collaboration with others. All work required of the student within the materials is done independently. Effective leadership is discussed as being beneficial to work in public service, but the lessons do not go into detail as to what constitutes good leadership in accomplishing organizational goals.
Employability and Career Development	Instructional material provides information on careers, the development of careers and the occasional advancement in certain career fields. Employability information is via educational requirements for the differing career positions.

CCTC Standards Review - Materials are reviewed for alignment with the state adopted Common Career Technical Core Career Cluster and Career Pathway standards.

Average Score

24%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

Principles of Public Service lacks a comprehensive approach to the Common Career Technical Core standards for CTE. The material contains a lot of informational text about careers in public service without opportunities to demonstrate, analyze, apply, or evaluate the skills and concepts necessary for a career in this field as required by the standards.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

Instructional materials provide an overview of careers under the Law Enforcement Career Cluster. The material does not provide the student with an in-depth understanding of exactly what each career consists of beyond the functions of the referenced position. There is little information about the ethics and responsibilities for each position covered in the text.

CAREER PATHWAY(S)

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

Statements of appraisal and supporting evidence:

For the Emergency and Fire Management Services Career Pathway, the majority of the materials provide information in the form of texts, stories, examples, descriptions, and vocabulary; however, students are unable to put into practice the actions required by the standards, such as execute safety procedures, manage and incident scene, and demonstrate effective communication skills.

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

35%

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 lessons provided in *Principles of Public Service* are sequenced from defining the field to introducing the particular jobs available in particular pathways. Industry related vocabulary is present in the text, but is limited. Knowledge Check questions and critical thinking questions are present in each unit. The instructional materials do not support all CTE academic foundations, particularly in mathematics and science. Explicit alignment with the New Mexico Career and Technical Education standards is not evident.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

The instructional materials provided are to be completed on an individual basis. These materials do not provide many opportunities for the student to collaborate with others to problem-solve or to engage in conversations.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

Students are introduced to some of the certifications/educational requirements needed for specific jobs in the field of public service, such as those needed to become a teacher. Interdisciplinary lessons that incorporate ELA, math, science, and humanities skills collaboratively are not evident throughout the material. Students use the computer to access *Principles of Public Service* and complete assignments, as well as a camera and a few household items. However, that is the extent of the relevant equipment incorporated in the materials to support job-specific learning.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

For *Principles of Public Service*, the students are primarily required to use a word processor, the internet, and a PowerPoint presentation. There is limited evidence of students using technology to increase productivity. The instructional materials lack relevant equipment, materials, and/or technology to support learning and do not include up-to-date, current technology information and trends for the course or future industry trends.

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
2%	25%

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 toolbar that is accessible to the learner to assist in Spanish language translation, definitions, read-aloud, picture definitions, and reading assistance. There are teacher resources that provide a pacing guide and suggested answers to formal assessments. There is not the opportunity for the learning to bring forward prior knowledge or background information.

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:

There are a variety of summative and formative assessments in *Principles of Public Service*. However, no assessment is explicitly connected to the NM state standards for CTE. Student progress towards the NM CTE standards is not explicitly addressed in this curriculum. While there are many accessibility options like Spanish translation and an interactive dictionary available in the lessons, those options are not available for the assessments. Material does not provide alternative assessments to address the differing levels of student learning.

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 provide differentiated instruction for the differing levels of student learning. Material is missing a variety of cultural and linguistic perspectives for the student. Students do not have the opportunity to utilize background information or knowledge already gained. Minimal opportunity to work collaboratively or have engaging conversations is present, as the majority of activities are completed individually. There is no representation of people, their language, or culture who live or have lived in New Mexico. The instructional material does include a toolbar to assist in some areas but the translation option is only for the Spanish language.

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 #: 73

Background and experience:

I am a 23 year veteran educator in the public schools of New Mexico with teaching experience in grades K-12. I am a Level III teacher with multiple endorsements and a Master of Arts degree in Teaching. I have experience in writing curriculum/scope and sequence for my district. I have experience in teaching computer programming and typing. I have been a participant in the New Mexico Summer Review Institute multiple times over the last 18 years.

Professional summary of material:

Principles in Public Service does introduce the learner to the various careers available in the public service pathway. Students taking this course will only receive a beginning on their journey to a career in this field. The material does not sufficiently incorporate student demonstrations of skills, be they foundational or pathway specific. There are no opportunities for students to develop a career plan or obtain certifications. In addition, *Principles of Public Service* does not recognize or affirm cultural, linguistic, or learning differences found in our student populations here in New Mexico.

Reviewer #: 74

Background and experience:

I hold Master's degree in Education in Administration (Level III B) and Education Diagnostics with Educational Diagnostician certification (C.E.D.). I am a Level III A teacher with endorsements in Social Studies (7-12), English (7-12) and Special Education (K-12). I have taught in New Mexico since 2008 with experience at the middle school level, high school level and in Special Education Administration. I have participated in the writing of the NMPED Social Studies Standards and Instructional Scope (2021), Summer Institute for Social Studies textbook adoption (2022) and in the development of New Mexico's previous End of Course (EOC) Assessment for Economics.

Professional summary of material:

Instructional materials provide the student with a basic/general overview of careers in law enforcement. There is not the opportunity for learners to work collaboratively. Material does not address cultural or linguistic backgrounds of the learner or New Mexico. Materials do not address the differing functional levels of the learner.

Reviewer #: 75

Background and experience:

I am a graduate of Bachelor in Secondary education, major in Social studies, with Master of Arts in Education in Social Studies and currently a candidate for graduation for PHD in Development studies. I hold a level III teacher license with endorsement in teaching Social Studies in New Mexico. I have been part of curriculum development in the Department of Education for Social Studies, Humanities, and Social Sciences in the Philippines for 5 years in the secondary level.

Professional summary of material:

The content necessary for public service is provided by the instructional materials. Additionally, they provide information about various public service career paths. Although they contain a lot of brand-new information, they do not provide students with engaging tasks, activities, or technical skills that will help them succeed in the real world. The materials lack tools and resources that demonstrate multiple perspectives on a particular concept, nor do they include resources that appropriately relate the content area to diversity in culture and language. They do not engage students to critically consider their own lives or societies, including past and present New Mexican cultures. Additionally, they do not address the various ethnic perspectives, interpretations, or descriptions of experiences and events.