

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	Sports Medicine 1a/1b	Publisher	eDynamic Holdings LP
SE ISBN	9781959433460	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

69%

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

33%

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 engaging instruction and information, but they do not represent a variety of cultural and linguistic perspectives. Additionally, the instructional materials have students reflect on their own lives, but not in relation to living in New Mexico.

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

Average Score
47%

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 addressed several of the CTE state standards, particularly standards relating to knowledge and continued practice in the field of sports medicine. They addressed problem-solving and critical thinking. Despite the material touching on many of the concepts in the standards, it does not specifically address the workplace. Additionally, the materials lack information and guidance in the areas of safety, health, and environmental management.

STRAND ALIGNMENT

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

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Ethics and Legal Responsibilities	The materials do not address the Ethics and Legal Responsibilities strand. For example, the material does not address the ethical reasoning required to make ethical decisions.
Employability and Career Development	The materials discuss different types of careers and how students can go about obtaining such careers. The material also mentions becoming employed in various health fields. However, it does not include specific information on how to gain employment in these health fields.
Choose CTE Content Strand (optional)	
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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 align with the CCTC standards overall. Each standard addresses career clusters or a career pathway. The material explains academic subject matter and graduation requirements as well as healthcare workers' roles within departments and organizations. However, several standards are only addressed partially. For example, the material mentions the role of a personal trainer but does not evaluate the roles of the individual members of a healthcare team. Additionally, the material does not contain information that pertains to working conditions in any of the careers within the cluster and does not contain specific information about how to use academic knowledge in the workplace.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

The materials support students in developing employability skills necessary for career paths within the health field. The materials share strategies to introduce students to concepts such as setting goals, thinking critically, collaborating with others, leading by example, and communicating digitally. It also provides opportunities to put these skills into practice. However, the materials lack specific and concrete scenarios that will simulate actual working conditions in a chosen career.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

Overall, the materials align with the CCTC standards for career pathways. The materials utilize communication strategies to help facilitate patient care and workplace flow. The materials ask students to explain what exercises would be useful in a given scenario. However, the materials do not address how the student would evaluate the patient or client in the specific scenario.

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

95%

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 strongly align with the criteria in Focus Area 1, Sequencing and Articulation. The materials include a sequence of the course that incorporates academic and employability skills as well as a progression of skills to build knowledge. For example, the material discusses the beginnings of basic foundational skills of knowledge and then progresses.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

This material uses technology such as word processing, presentation, and video recording in projects and tasks to engage students.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

The materials provide many examples of careers that fall into the sports medicine pathway. For example, the materials provide opportunities to learn about personal trainers and obtaining a certification in this pathway. In addition, the material emphasizes the connection between academic and technical knowledge.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

This material consistently uses software technology in projects and tasks. It also address the use of activity trackers as an up to date, current technology and trend 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
33%	53%

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:

This material has several resources for teachers to use, as evidenced by the "pacing guide" and "teacher's guide" sections. It contains a blended learning guide, online and continuous learning guide, inquiry-based learning, project-based- learning, interpersonal, and an employability skills learning guide. However, this material lacks information on alternative activities for students with special needs and diverse learners. Student resources include additional vocabulary and general tips on certifications, but they do not offer specific information such as how and where to get the certifications necessary for a chosen career.

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 provide a variety of formal and informal assessments such as unit exams, knowledge questions, critical thinking questions, and activities. Every unit is laid out similarly and all units contain the same types of assessments. The materials provide alternate informal assessments for English Learners and other students in the blended learning guide. However, the material does not provide alternate formal assessments for these groups of students or for students with special needs.

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 engaging instruction and information, but they do not represent a variety of cultural and linguistic perspectives. Additionally, the instructional materials have students reflect on their own lives, but not in relation to living in New Mexico.

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 #: 46

Background and experience:

Instructor has a Ph.D. in Biology with a concentration in Cellular and Organismal Biology. Teacher currently holds a Level II license with seven years of secondary education and five years of teaching in post-secondary education. Instructor currently holds an endorsement for science and holds a vocational license. Current courses taught are Anatomy and Physiology, Advanced Biology, and dual credit Biology courses at the high school or on the community college campus.

Professional summary of material:

The material is easy to understand and the platform is easy to navigate. The units are broken down so that each student knows what to expect for every unit; each unit is broken down into lessons, activities, critical thinking questions and assessments. The activities require students to use either a word processor or video equipment, which is easily accessible to all students. However, the material truly lacks in two specific areas; first, in addressing diversity of cultures and language, and special populations, and second, in supporting students' use of academic knowledge in the workplace, and how those skills translate into good communication, job retention, organization, and accomplishing goals.

Reviewer #: 47

Background and experience:

The educator holds a Level III license and has 18 years of experience in both the high school and middle school levels. The teacher currently holds an endorsement in SPED, Language Arts, and TESOL, as well as a Level III B Administrator license.

Professional summary of material:

Overall, the materials give students knowledge and continued practice in the field of Sports Medicine. The platform is easy to navigate for students and teachers. There are several activities that ask students to identify, think critically, create, and discuss. Technology integration is prevalent and students are asked to research, create videos, and design brochures. However, there is a lack of scaffolding for SPED, ELs, and struggling students. Additionally, the material does not reference African-American, Native American, feminist, Hispanic, or other culturally diverse groups. The material informs students of different pathways in the health career fields and about the specific fields, but does not address how to get or keep the jobs.

Reviewer #: 48

Background and experience:

The teacher holds a level 3A license and has 20 years of teaching experience in Science and 2 years as a CTE teacher with a concentration in Biomedical Science, Human Body Systems, and Clean Energy Systems. He has a Ph.D. in Educational Management and holds Science, Business Education, TESOL, and Vocational - Technical endorsements.

Professional summary of material:

eDynamic Holdings LP: SportsMedicine is a material that meets many of the CTE standards and is engaging for students. It contains formative and summative assessments, critical thinking questions, and quizzes. However, the material does not mention the specific objectives for each assessment. This material contains information about certifications, but it does not mention where and how to gain certifications for a certain career. The teaching guide section is an excellent source of information to further enhance and enrich student learning. However, this material lacks provision for alternative activities that will cater to students with special needs. Additionally, as a whole, the materials lack provision for integrating New Mexico culture and heritage. Finally, the material does not integrate actual scenarios in the workplace for students to prepare for their future.