

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	Web Development 1a/1b one year student license	Publisher	eDynamic Holdings LP
SE ISBN	9781737409304	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

64%

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

31%

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:

This material does not meet the criteria in Cultural and Linguistic Perspectives and Responsiveness. There are no references to diverse culture or ethnic perspectives on events, nor does the material inform culturally and linguistically responsive pedagogy or affirm student background. The material does not engage students in critical reflection about their own lives.

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

Average Score
52%

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:

For the overall alignment to the CTE Standards, nine of the strands showed partial alignment to the content standards and benchmarks. The Safety, Health and Environmental Management strand of the CTE standards is not addressed by the materials.

STRAND ALIGNMENT

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

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Safety, Health, and Environmental Management	This entire CTE strand is not addressed by the materials. This strand focuses on human safety and welfare, and the publisher only provided evidence of information and data security.
Ethics and Legal Responsibilities	This CTE strand is a strength within the material. The instructional materials have students thinking critically about a wide variety of scenarios dealing with ethical and moral situations, while sticking to rules and expectations. It also focuses many discussions around laws and regulations for different aspects of web development.
Problem Solving and Critical Thinking	The material offers a variety of lab work, activities, critical thinking questions as well as projects where students have to apply their technical and academic work. The material gives the opportunity to solve real life situations that are linked to the professional life of a web developer.
Employability and Career Development	The material addresses the areas that students need to develop in order to become competent in their career as a web developer. The materials give the students lessons that teach them technical and academic knowledge and includes links and outside resources that can certify and license them in diverse areas of web design and eventually improving their employability chances. The material does not dig down into entrepreneurship as an option for a future career.
Leadership and Teamwork	The material includes discussion boards, lab work, and critical thinking questions where the student has to interpret different scenarios where leadership and teamwork are discussed and promoted. However, the materials do not mention tips, strategies or techniques to help the student deal with leadership or teamwork inside the workplace.

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

Average Score
75%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

Overall, the material and materials presented are below an 80% alignment with the CCTC Standards. The material oftentimes provides a great start, but does not fully meet the expectations of the standard because each part of the standard is not addressed.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

Overall, the materials presented are below an 80% alignment with the Business Management and Administration Career Cluster. This material is missing opportunities for students to implement strategies on managing information in a business or explore options/interests of their own instead of following the exact prompt written. It does allow students to utilize cross-curricular skills, such as math components when creating websites. This material also ensures that students are learning about managing a business, which includes laws, regulations, and promoting effective customer relations.

CAREER PATHWAY(S)

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

Statements of appraisal and supporting evidence:

Overall, the materials presented are below an 80% alignment with the Business Information Management Career Pathway. The material is partially lacking connection in ensuring the financial wellbeing of a business and does not fully teach students how to disseminate information for business decision-making. The material does help students learn about laws and regulations surrounding web development. It also provides students with hands on experience in planning and managing a business through deadlines and different programs to utilize organization.

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

79%

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 shows a list of units and lessons by week, which are located inside the Teachers Resources folder in it digital file. Inside the folder there is the Pacing Guide document, which the instructor can download and get the list of units by week and lessons that are introduced to the students by sequence. The material is also chunked into two semesters, which would support the the pacing and progression of the course.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

This area of focus partially meets the standard because in the material each unit folder contains lab activities, discussion boards, quizzes, podcasts, critical thinking questions, and flashcards. This proves that the material provides a variety of engaging instructions and materials for different types of learning styles and students. However, the material neglects to include students with special needs, advanced students, and students from culturally diverse backgrounds.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

The material provides that students could follow depending on the student's interest and career needs. Many lessons include links and outside resources that could help students figure out which area of web design aligns better to their skills and credentials. The lessons also include many step-by-step instructions to help students learn the basics before going onto more advanced skills in the area of web development.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

The materials partially met the criteria for incorporating opportunities to use industry appropriate technology. There are embedded links throughout the material that give students the opportunity to access technology and learn from it. However, many times the material is simply instructing the students and not having them act on the information as they are taking it in. The material also does not fully engage students in the future of web development by looking at current and future trends or ideas.

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
31%	51%

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:

There are lesson objectives and pacing guides for each unit, but otherwise the national and state standards are not found anywhere within the material.

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:

This material partially meets the assessment requirement. There are multiple test modalities, including using a standard test, projects, discussions, and critical thinking. However, there are no assessment alternatives to differentiate for students who are special needs, above grade level, below grade level, or English Learners.

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:

This material does not meet the criteria in Cultural and Linguistic Perspectives and Responsiveness. There are no references to diverse culture or ethnic perspectives on events, nor does the material inform culturally and linguistically responsive pedagogy or affirm student background. The material does not engage students in critical reflection about their own lives.

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 #: 70

Background and experience:

Reviewer 70 has been an educator of Mathematics, Science, and gifted students in grades 6 through 12 in the four corners area of New Mexico Since 2001. She holds a level 3A license in Secondary Mathematics, Secondary Science, and Gifted Education, and a Level 3B license in Administration. She holds a Bachelor's of Science in Engineering from Tulane University; a Master's of Arts in Curriculum and Development and Master's of Educational Leadership from New Mexico State; and a Doctorate in School Improvement leadership from North Central University. She is a National Board-Certified teacher.

Professional summary of material:

The Web Development material provided by eDynamic has potential to grow into a viable material in the future, but currently does not meet the needs of learners in New Mexico. There are some structures in place in this material that will allow for students of varying abilities to access the learning, but when the material becomes technical, these scaffolds are no longer viable. There is no front material for educators to align material to standards, nor is there evidence of alignment to National Standards or to New Mexico standards.

Reviewer #: 71

Background and experience:

Reviewer 71 has been an educator for 11 years with a Bachelor's degree in Elementary Education from University of Missouri - Saint Louis and a Master's degree in Educational Administration from Grand Canyon University. In the state of New Mexico, Reviewer 71 is a Level 3A Instructional Leader for K-8 Elementary with an endorsement in Family and Consumer Sciences and a Level 3B for Pre K-12 Administrative. Reviewer 71 has worked in Title One schools for all 11 years, with the first 7 years working at the Middle School level teaching FACS and AVID in Yuma, AZ and the last 4 years working at both the Elementary School and Middle School levels teaching 5th grade Social Studies and Language Arts and 7th/8th grade FACS and Foods in Las Cruces, NM. Reviewer 71 is also a Google Certified Educator Level 2.

Professional summary of material:

The materials provided by eDynamic on Web Development are the start of a material in a very broad field, but in its current state it will not meet the needs of students in New Mexico. It presents a lot of challenging material with many resources to assist, such as read-aloud text, flashcards, ability to mark-up text, and an in-text dictionary. However, there is not enough differentiation for the students who may be above grade level, below grade level, have a learning disability, or are classified as EL. There are also no ties to any Career and Technical Standards specific to Web Development. The materials have objectives and a focus for students, but never relate to the specific adopted standards for the state of New Mexico. Students are not asked to relate to who they are or where they come from in any portion of this material.

Reviewer #: 72

Background and experience:

Reviewer 72 is an elementary bilingual educator with a Computer Informatics Bachelor's degree and a Master's in Elementary Education from the University of New Mexico. Reviewer 72 has been working as a bilingual educator for the last 13 years in Albuquerque Public Schools. Thirteen of those years Reviewer 72 worked for Title I schools and for 8 years served English Language Learners in low income communities. Teaching experience ranges from teaching first grade to fifth grade and other resource teaching positions.

Professional summary of material:

The Web Development material provided by the editorial eDynamic provides texts that teach the student a range of coding language and technical and professional skills, as well as resources and suggestions for professional development the student needs in order to accomplish a career in web design. The materials include lessons, activities, critical thinking questions, flashcards, lab assignments, and quizzes, which bring a variety of assessments and classroom work for many types of learning. However, the materials do not meet the expectations for cultural and linguistic responsiveness because the material is lacking resources addressing the background, culture, and life experiences of students from diverse cultures and languages. There are some parts that do not address diversity. The materials also do not provide learners with a better understanding of financial resources, how to monitor workplace performance, how to perceive emergency situations in the workplace, spreadsheet applications, addressing employee's health and other relevant information.