

2021 Instructional Material Summer Review Institute

Review Team Appraisal of Title
K-8 World Languages

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.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

Text Title	Senderos 1A	Publisher	Vista Higher Learning
SE ISBN	9781680056280	TE ISBN	9781680056303
SW ISBN	9781680058536	Grade Level/Content	Grade 7 World Languages: Spanish

Core Instructional Material Designation (*Core Instructional Material is the comprehensive print 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

78%

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 90% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

CLR Recognized

Average Score

51%

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

The materials do not integrate culturally relevant pedagogy by affirming students' backgrounds, providing several different instructional strategies for students, or providing opportunities for students to work together and share their culture. Reviewers found that the images, resources, and tools in the text that reference cultural perspectives are outdated. Videos, photographs, and texts are limited in cultural inclusion and diversity.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

Reviewers found this material is culturally limited and compromised. It includes few diverse cultural perspectives and does not recognize cultural sensitivity overall. It has limited validation for race, socio-economic status, and culture. Illustrations are biased in culture and diversity. Critical thinking and reflection are compromised while talking about inclusiveness, cultural diversity and language. Online materials have limited opportunities to show diversity and inclusiveness and stereotypes are found for minorities. There are minimal opportunities for students to reflect on their own culture.

Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #90EE90; color: black; padding: 2px;">Average Score</td></tr> <tr> <td style="background-color: #FFFFCC; color: black; padding: 2px;">79%</td></tr> </table>	Average Score	79%
Average Score			
79%			
Materials align with World-Readiness standards overall.			
<i>Statements of appraisal and supporting evidence:</i>			
The materials partially meet the connection standards. There are limited connections to other disciplines and the critical thinking and problem solving activities are repetitive. The learners have limited access to evaluate information and diverse perspectives that are available through the language and its cultures.			
Materials align with communication standards.			
<i>Statements of appraisal and supporting evidence:</i>			
The materials meet some of the communication standards. Interpretive communication is addressed. However, presentational communication is limited, as the materials do not address all audiences, listeners, readers, or viewers and activities do not address interpersonal communication or cultures.			
Materials align with cultures standards.			
<i>Statements of appraisal and supporting evidence:</i>			
The materials partially meet the cultures standards as materials do not include various cultures such as indigenous people, people of color or special needs populations. The materials are limited in developing an understanding of cultures. The materials mainly focus on Hispanic cultures but contain many stereotypes and incorrect portraits of these cultures. Additionally, the value systems of distinct cultures are not present and references are general.			
Materials align with connections standards.			
<i>Statements of appraisal and supporting evidence:</i>			
The materials partially meet the connections standards. There are limited connections to other disciplines, and the critical thinking and problem solving activities are repetitive. The learners have limited access to evaluate information and diverse perspectives that are available through the language and its cultures.			
Materials align with comparisons standards.			
<i>Statements of appraisal and supporting evidence:</i>			
Some comparisons standards are met, but the publisher does not fully address how learning progressions are met in grade level expectations. The learning objectives are limited. The publisher resources do not support student learning.			
Materials align with communities standards.			
<i>Statements of appraisal and supporting evidence:</i>			
Some communities standards are met, but the activities for learners do not address the learners' interaction. Learners' connections to their own communities or globalized world are not met as lessons do not fully developed addressing the standards in those goal areas. The lessons do not provide opportunities for students to reflect on their own progress as they acquire the language.			

WL Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score
84%

Materials provide a selection and range of high-quality texts worthy of students' time and attention, exhibiting exceptional craft and thought and/or providing useful information.

Statements of appraisal and supporting evidence:

Materials provide a selection of texts that are worthy of students' time and attention with the exception of where there is bias towards a specific community with comments that could be seen as insults to some.

Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text.

Statements of appraisal and supporting evidence:

Materials have text-dependent and text-specific questions in both the print and online materials, as evidenced by activities such as News and Cultural Updates.

Materials provide scaffolding and supports to enable students' learning of world languages.

Statements of appraisal and supporting evidence:

Materials provide minimal scaffolding and supports to enable student learning of world languages. It provides lesson goals, but no unit planners. It provides section goals, but no opportunities for students to set their own goals in the student edition or reflection of their learning.

All Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Average Score
72%

Materials are coherent and consistent with the standards that all students should study in order to be college and career ready.

Statements of appraisal and supporting evidence:

Reviewers found it difficult to locate meaningful connections where required by the standard. Evidence is minimal throughout the materials where students build knowledge linking and applying multiple concepts. Communication standards such as interpersonal, interpretive and presentational are met; however, materials lack in completely addressing the standards for making connections, diverse perspectives, cultural comparisons, and global communities.

Materials are well designed and take into account effective lesson structure and pacing.

Statements of appraisal and supporting evidence:

Materials are not well designed to take into account effective lesson structure. They lack clear learning progressions, standards-aligned objectives, and opportunities for differentiated instruction. The visual design is consistent, but not aesthetically appealing to the user in either the teacher or student editions, which limits student engagement in the subject.

Materials support teacher planning, learning, and understanding of the standards.

Statements of appraisal and supporting evidence:

Materials offer teachers some support in planning and learning, but do not completely support the planning, learning, and understanding of the World-Readiness Standards.

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.

Statements of appraisal and supporting evidence:

Reviewers found this material offers limited resources and tools to collect ongoing data. Rubrics are limited and assessments have to be unpacked and developed by teachers.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

Reviewers found technology is available to enhance student learning but there is a disconnect between the digital and print resources, making it difficult for teachers to use all aspects of the curriculum. Material includes technology with limited opportunities to track and monitor progress.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Reviewers found evidence of interdisciplinary activities. These activities are limited in depth. The AP materials are relevant; however, there is lack of support for accommodations and modifications to address the needs of below level learners. Teachers have to modify and adapt vocabulary activities, assessments, and assignments for students with special needs and levels.

Materials give all students extensive opportunities and support to explore key concepts.

Statements of appraisal and supporting evidence:

Reviewers found limited opportunities for accommodations and differentiation within the lessons provided for teachers. Key concepts include cultural relevance and populations with diverse needs. Teachers have limited opportunities to encourage and support culture and home language like modifying vocabulary.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

The materials do not integrate culturally relevant pedagogy by affirming students' backgrounds, providing several different instructional strategies for students, or providing opportunities for students to work together and share their culture. Reviewers found that the images, resources, and tools in the text that reference cultural perspectives are outdated. Videos, photographs, and texts are limited in cultural inclusion and diversity.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

Reviewers found this material is culturally limited and compromised. It includes few diverse cultural perspectives and does not recognize cultural sensitivity overall. It has limited validation for race, socio-economic status, and culture. Illustrations are biased in culture and diversity. Critical thinking and reflection are compromised while talking about inclusiveness, cultural diversity and language. Online materials have limited opportunities to show diversity and inclusiveness and stereotypes are found for minorities. There are minimal opportunities for students to reflect on their own culture.

Reviewers' Professional Summation - 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 #: 115

Background and experience:

I am a level II licensed teacher working on National Board Certification and am Tesol, Modern and Classical Languages, and Bilingual Education Endorsed. I have two bachelor's degrees and Curriculum and Instruction Master's Degree coursework at NMSU focused on Dual Language Instruction. My experience as an educator has been in public and private schools in the US and universities overseas. I have taught Spanish courses at Doña Ana Community College and have experience as translator. I am a Community Teacher for Spanish classes.

Professional summary of material:

Senderos 1A is limited in many areas. Teachers are required to develop most of the materials, activities, and assessments. Many activities are mentioned but there are no directions or clarification on how to implement the activities and there are limited resources for differentiation and accommodations. The teacher's edition text is very crowded and uses very small fonts, therefore making it difficult for teachers to use regularly. Additionally, this material is not inclusive, as it is culturally and linguistically biased and outdated. Materials have stereotypes in sections such as "Hijos en casa", which considers the Hispanic custom of having children at home as a disadvantage that is done just because of financial reasons. This section does not validate the traditions and culture of the Hispanic heritage population. There is little to no representation of populations, such as those with disabilities and indigenous populations. Materials provide a selection of texts that are worthy of students' time and attention with the exception of where there is bias towards a specific community with comments that could be seen as insults to some. These include references to "ugly and fat", (SE p106) and another reference to "lack of job security or low wages", (SE p110) affecting the culture of Spanish-speaking countries.

Reviewer #: 116

Background and experience:

My educational experience is 22 years in one district. I have worked in grades 2nd, 3rd, 4th, 5th, and 6th and hold a Level III license. My teaching certifications are in the areas of ELEM: K-8; Bilingual Education, Health, Information Tech Coordinator, Language Arts, Modern Classical Languages, Social Studies, and ADM PK-12.

Professional summary of material:

In my professional opinion, the materials are not recommended as the publisher materials do provide the "5" goal areas present in the scope and sequence. The lessons provide activities that promote the development of language; however, materials are not current in cultural comparisons and are surface level. The lens used to compare the Hispanic culture does not address South American culture in a realistic way and it would be hard for American Hispanic students to identify with the text. The illustrations are not up to date and are not inclusive. Materials include stereotypes of Hispanic culture. The digital resources are recommended; however, there is a disconnect between the online and print resources. The textbooks are not teacher and student friendly, as the print is in fine print and hard to view.

Reviewer #: 117

Background and experience:

I am an educator who is NM certified, Level II with two licenses, K-8th and Pk-12 Specialty with endorsements in Bilingual, Modern, Classical and Native Language, Information Tech, Visual Arts and Performing Arts. This is my second year as a High Quality Instructional Materials Reviewer. My experience as an educator has been in public, private, and charter schools and I am also trained in the International Baccalaureate world in project based learning.

Professional summary of material:

Both the teacher and student editions of Senderos 1A do not appear to be crafted for today's current educational landscape. The World-Readiness Standards are not very well met and the materials are not culturally and linguistically relevant. Well defined descriptions for what language learners should know and be able to do are not prevalent where they should be. Activities that address the connections, communities standards, as well as differentiated instruction are not readily available in print or online. There is minimal representation of diverse perspectives. The teacher's edition is not very teacher friendly, as the size of the teacher's text and font are difficult to use and the overall content would be difficult to adapt to today's current expectations as it is outdated.