

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	Entrepreneurship: Ideas in Action Updated, Precision Exams Edition, 6E - Student Edition + MindTap 6-year Access	Publisher	Cengage Learning Inc.
SE ISBN	9781337869867	TE ISBN	9781305653092
SW ISBN	9781305653108	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

68%

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

77%

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:

Materials are presented from a wide variety of perspectives of people from multiple ethnic backgrounds. Students are asked to incorporate their backgrounds in the completion of projects. Many activities and projects involve students going out into their community to research local business. However, there is little evidence for delivering instruction to or assessing English Language Learners or students of diverse cultural backgrounds.

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

Average Score
42%

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 standards are addressed, but there is not a strong correlation between the academic and technical content. As the content is being addressed, the scope that the lessons cover does not meet all requirements of the standards. Standards that include safety and emergency management in the workplace are not met in that they address policies; students do not have the opportunity to develop or implement their own. Standards for employability do not give students practical experience with applying for jobs or gaining licensing or certifications for future employment.

STRAND ALIGNMENT

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

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Employability and Career Development	This module of instruction is called Essential Elements of Career Planning, but the material does not address professional development or career training for career advancement.
Choose CTE Content Strand (optional)	
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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:

Students are given the opportunity to demonstrate the standards associated with mathematical concepts and problem solving skills. Students complete tasks that are relevant to the standards, but in many instances the assignments presented do not meet the requirements of the standards.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

Students implement solutions for dealing with customer relations. They do not, however, have the opportunity to implement strategies for dealing with the overall success of the business.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

Standards that apply to working in the global marketplace are met; however, business practices on a day-to-day basis are not wholly addressed. Students build a Business Plan, adding details throughout the course; however, the materials do not fully address 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:

Lessons follow a logical sequence, building on the students' developing knowledge. Materials are vertically aligned. Specific information about employability skills, especially those associated with licensing and credentialing, are not addressed overall.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

Students are presented with multiple choices for learners to show what they have learned. Students are also given real-life perspectives from leaders in their industry who come from diverse backgrounds.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

The "Planning a career in . . ." sections in the book give students background information in careers to help them gauge their interest in pursuing that career. However, students are not asked to make solid connections through cross-disciplinary collaboration of academic and technical knowledge. Students are also not given information about professional development or achieving licensure or certifications in their chosen career field.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

Students are given the opportunity to use technology to complete presentations and projects. However, students are not asked to use technology to enhance business performance. Students are exposed to case studies that used technology, but are not given the opportunity to use business appropriate technology.

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
77%	75%

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:

A list of lessons is provided for teachers to follow that contain lesson types and an estimated time of completion for each lesson. Specific lessons are not included in this list, and they are not cross referenced with the standards. The materials also do not address the modifications of lessons for English Learners and other students of diverse populations. Students have opportunities for digital learning and guides are provided for understanding the text and building reading skills.

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 formative and summative assessments; however, they do not address which standards are being assessed. There are also no assessment alternatives for English Learners or students of diverse populations.

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:

Materials are presented from a wide variety of perspectives of people from multiple ethnic backgrounds. Students are asked to incorporate their backgrounds in the completion of projects. Many activities and projects involve students going out into their community to research local business. However, there is little evidence for delivering instruction to or assessing English Language Learners or students of diverse cultural backgrounds.

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 #: 10

Background and experience:

The reviewer is a Level II Instructional Leader with a Master's degree and 23 years of teaching experience. The reviewer's experiences span from pre-kindergarten through university level in band, choir, orchestra and general music, and also includes the direction of community theater productions. The reviewer oversees his school district's social emotional school culture initiative and holds a Level Three B Administrator's License.

Professional summary of material:

Cengage's *Entrepreneurship: Ideas in Action* provides students with a multiple perspective approach to becoming an entrepreneur. The materials are well laid out and easy to follow. There are online materials as well; however, these materials were not easily located. Many case studies from multiple backgrounds are presented throughout the text. There is, however, little to no support for English Learners or students from culturally diverse backgrounds. The majority of the standards are addressed in the curriculum; however, the depth to which they are covered did not meet the full requirements of the standards. There are many formative and summative assessments, but they are not correlated to the standards that they are assessing.

Reviewer #: 11

Background and experience:

The reviewer has been in the field of Bilingual Education for 26 years. The reviewer has worked as a first grade teacher in California for seven years, and has been teaching in Bilingual/Dual Language programs at several K-8 Charter Schools in New Mexico since moving here in 2004. The reviewer is currently the Special Programs Coordinator at a Dual Language Charter School, working with ESL and Gifted students.

Professional summary of material:

The materials provide a logical sequence of lessons to prepare students to become entrepreneurs in an industry of their choice. Students are given opportunities to demonstrate their mastery of concepts through interactive activities and assessments. Each lesson clearly presents relevant content and includes real-world applications and scenarios. The materials are student- and teacher-friendly and offer reading selections that represent a diverse population. There is little evidence of additional support for English Learners and other special populations. In addition, there is no correlation provided between the assessments and the standards being assessed.

Reviewer #: 12

Background and experience:

The reviewer is a Level II teacher with a Bachelor's +15 hours and 26 years of teaching experience. The reviewer's experiences are eight years in an alternative 9-12 high school and eighteen years in a traditional high school. Classes taught are Microsoft Office, PageMaker, Photoshop, Illustrator, CAD, Yearbook, Graphic Design, Typing, and Business Math.

Professional summary of material:

Entrepreneurship, Ideas in Action provides a logical sequence of lessons that start broad and narrow in scope. Lessons are presented clearly and have multiple examples for students to refer to when learning. Materials also provide ample opportunities for students to see diversity in action through their textbook and in their community. Students conclude each chapter working on their own business plan, which is completed by the end of the course. This course does not provide multiple opportunities for additional support for diverse learners of diverse populations or opportunities for students to use technology-based skills and devices in their chosen career field.