

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 Business, Precision Exams Edition, 10e Student Edition + MindTap 6-year Access	Publisher	Cengage Learning Inc.
SE ISBN	9798214074382	TE ISBN	9780357816868
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

59%

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 and from multiple ethnic backgrounds. Cultural norms are addressed as students study about doing business in other countries. Students are asked to incorporate their backgrounds in the completion of projects. Many activities and projects involve students going out into their community to gather information for use in their projects and assignments.

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

Average Score
31%

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 met in that they address policies; however, 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. Standards addressing workplace performance goals are not included. Students do not have opportunities to work with industry appropriate technology or operating and installation manuals.

STRAND ALIGNMENT

Materials align with specific CTE content strands. (Optional)

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Information Technology Applications	Students do not have opportunities to use information technology tools to access, manage, integrate, create and share information within a designated career pathway.
Choose CTE Content Strand (optional)	
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

60%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

Students are provided information that correlates to the standards; however, students are not given opportunities to demonstrate, employ or implement their knowledge or skills. Students complete tasks that are relevant to the standards; in many instances, the assignments presented do not meet the full requirements of the standards.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

Students are given the opportunity to demonstrate the standards associated with mathematical concepts and problem solving skills. Students are provided information regarding managing effective business customer relationships, but they do not have the opportunity to implement strategies for managing business processes to ensure efficiency and quality results.

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 complete a Life-Span Plan; however, the materials leave out many of the smaller details to fully meet 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

68%

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:

Guides are provided at the beginning of units to provide an overview. Lessons follow a logical sequence; however, concepts are introduced and studied in isolation. Information presented in units is compartmentalized. Within units, material is vertically aligned and built on the students' developing knowledge. 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 have access to the "MindTap" platform, which contains video lessons to enhance their learning. Students are given opportunities to participate in competitions with the ability to use technology, furthering their engagement with the curriculum. Instructional materials are not specifically correlated to content standards or language objectives.

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 students 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, including those in the "Winning Edge" competition. However, students are not asked to use technology to enhance business productivity. Students have access to the "Mind Tap" resource to enhance learning. Students 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 listed in this list, and they are not cross referenced with the standards. They also do not address the modifications of lessons for English Learners and other students of diverse populations. Students have opportunities for digital learning through the use of the “Mind Tap” resource.

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 that require students to demonstrate their knowledge in a variety of ways. Assessments do not address which standards are being assessed. Neither content nor language objectives are included in assessments. 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 and from multiple ethnic backgrounds. Cultural norms are addressed as students study about doing business in other countries. Students are asked to incorporate their backgrounds in the completion of projects. Many activities and projects involve students going out into their community to gather information for use in their projects and assignments.

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 III 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 III B Administrator's Licence.

Professional summary of material:

Cengage's *Principles of Business* curriculum is a broad approach to the study of business management. This curriculum offers cross-collaboration between academic instruction and technical education; however, the full requirements of the content standards are not met every time. A list of lesson types and the estimated duration of each lesson type is provided. Specific lesson scope and sequence or a correlation to the standards is not provided. Multiple formative and summative assessments are provided, but again the assessments are not correlated with the content or language objectives being assessed. Alternative activities for special student populations are included; however, guidance for modifying assessments is not. Lesson plans are presented in Spanish for the teacher; however, there is no support for EL and Culturally diverse students.

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 for careers in business operations, marketing, finance, and management. 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/lessons 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:

Principles of Business is a comprehensive introductory business textbook. It covers Business, Management & Administration, and Marketing. It also teaches students about workplace literacy, planning a career, global business, and financial literacy. Students are kept engaged through multiple activities, such as financial literacy and digital literacy, and the material offers preparation for DECA, FBLA and BPA. The curriculum starts broad then narrows to specific topics or interests. However, there are multiple standards that are not met and many more that are only partially met. Standards that pertain to math are broadly met, but language arts and science activities are barely addressed. There are many standards that are taught, but students do not have the opportunity employ or implement the skills being taught.