

**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](#)

<b>Text Title</b>	Entrepreneurship: Owning Your Future, 13th Edition -- Student Edition with six (6) eText student access code cards	<b>Publisher</b>	Savvas Learning Company LLC
<b>SE ISBN</b>	9780138044411	<b>TE ISBN</b>	9780138044305
<b>SW ISBN</b>		<b>Grade Level/Content</b>	8-11 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

59%

**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:*

Throughout the materials, there are opportunities for students to interact and share; however, they do not directly relate to students' background, culture and linguistic diversity. There is no evidence that the instructional materials affirm students' backgrounds in discussions/activities. There are, however, images of a diverse group of people throughout the instructional materials. In addition, there is no specific engagement that includes "cultures past and present in New Mexico." Further, although there are opportunities to conduct research about other countries, they are not explicitly addressing ethnicity. Overall, cultural and linguistic perspectives and responsiveness are not integrated throughout the instructional materials.

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

Average Score
51%

**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 instructional materials build on academic foundations in language arts, science, and math to prepare students in a wide range of careers in Entrepreneurship. They also provide opportunities for exploring Career Competencies and real-world entrepreneurial investigation case studies. However, often there is no opportunity for students to employ skills as required by the standards. Some critical thinking exercises pose brief questions, but there is no in-depth information or ability for students to examine or use them. There is also no direct correlation in the materials to the standards that address health and safety in the workplace.

**STRAND ALIGNMENT**

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

<b>Strand:</b>	<i>Statements of appraisal and supporting evidence:</i>
Choose CTE Content Strand (optional)	
Choose CTE Content Strand (optional)	
Choose CTE Content Strand (optional)	
Choose CTE Content Strand (optional)	
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
45%

#### OVERALL ALIGNMENT

**Materials align with the CCTC standards.**

*Statements of appraisal and supporting evidence:*

While the instructional materials present and explain entrepreneurial concepts, there is little evidence that students would be able to put into practice those skills as required by the specific standards. For example, an Apply Your Knowledge activity has students consider distribution channels for overstock.com, but does not allow students an opportunity to select, monitor or manage sales channels. Other times, the material does not pertain to the standard. For instance, in one section the instructional materials address competition and how to categorize indirect competitors as well as anticipating competition, but it is not relevant to the standard regarding communicating information about products to achieve a desired outcome.

#### CAREER CLUSTER

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

*Statements of appraisal and supporting evidence:*

The materials incorporate activities that provoke critical thinking, lists of academic vocabulary, and tools for making sense of the text. However, some materials lack activities and projects that address the requirements of the standard and some are not marketing specific. For example, one objective is a brief question that requires students to explain "how marketing strategies communicate value propositions to customers", requiring students to assess what they learned from the chapter on this topic. It does not require students to use this knowledge to meet client needs.

#### CAREER PATHWAY(S)

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

*Statements of appraisal and supporting evidence:*

The materials were reviewed for alignment with the Marketing Management Career Pathway. The materials provide evidence of engaging instruction. However, there is sometimes little evidence of appropriate student-centered activities to implement the skills and knowledge required by the standards. For example, a Business Communication Question relates to formulating an exit plan for an imaginary business, but does not relate to planning, organizing, or leading marketing staff to achieve goals, as required by the standard.

**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
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72%
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**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 provide evidence of sequenced courses that incorporate technical, academic, and employability knowledge. They build from foundational skills to more specific knowledge and skills as the units progress. There is also sufficient evidence of vertical alignment. For example, the materials provide teachers with instructional overview on how to prepare and teach as well as the business plan project, assessment and extension activities. There are learning objectives, vocabulary lessons and entrepreneurial investigation of real-world entrepreneurs in the material that the students can analyze with pacing and scaffolding.

**FOCUS AREA 2 ENGAGING INSTRUCTION**

**Instructional materials are engaging for students.**

*Statements of appraisal and supporting evidence:*

Most materials provide opportunities for collaborative research activities and some problem-based learning involving critical thinking and decision making skills. However, in some cases, although career development is addressed throughout, opportunities for coordinated and sequenced career development are not provided in the material. For example, a Career Competencies activity is a stand alone activity and is not connected to later career development activities.

**FOCUS AREA 3 CAREER DEVELOPMENT**

**Instructional materials provide career development information for students.**

*Statements of appraisal and supporting evidence:*

Opportunities are provided regarding career development and certification. For example, the passage regarding personal chef certification discusses certification and its impact on the career of someone in this field. However, some of the materials do not provide explicit evidence of career development.

**FOCUS AREA 4 TECHNOLOGY**

**Instructional materials incorporate opportunities to use industry appropriate technology.**

*Statements of appraisal and supporting evidence:*

Content is largely print-based, but also offers an e-text version with online tools. Material appears current and relates to needed technologies for entrepreneurship. For example, the Information Technology section of Unit 5, as well as other similar sections observed in other units, presents current information on e-commerce and aspects of e-commerce, like affiliate marketing. It also puts the information in context of trends: "Increasingly, people and businesses buy and sell goods online."

**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
59%	68%

**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:*

Instructional materials provide opportunity for digital learning, vocabulary lists at the beginning of each unit, a glossary at the end of the materials and a list of lessons. They also show evidence for modifications and accommodations in the Customized Instruction segments. However, there is no evidence of appropriate assessment modifications for English Learners and Culturally and Linguistically diverse learners. There are no stated standards in the materials.

**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 offer a variety of standard-based formative and summative assessments ranging from reading comprehension, drawing conclusions, relating concepts, applying knowledge and extension activities. Projects, such as those that ask students to interview business owners in their area, provide opportunities for students to apply their entrepreneurial skills and knowledge. Although there are a variety of assessments and customized instruction, there is no evidence of appropriate alternatives for "English Learners, Culturally and Linguistically, Advanced students, and Special Needs students", nor is there assessment aligned to standards.

**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:*

Throughout the materials, there are opportunities for students to interact and share; however, they do not directly relate to students' background, culture and linguistic diversity. There is no evidence that the instructional materials affirm students' backgrounds in discussions/activities. There are, however, images of a diverse group of people throughout the instructional materials. In addition, there is no specific engagement that includes "cultures past and present in New Mexico." Further, although there are opportunities to conduct research about other countries, they are not explicitly addressing ethnicity. Overall, cultural and linguistic perspectives and responsiveness are not integrated throughout the instructional materials.

**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 #: 67

*Background and experience:*

I have a bachelor's degree in Education, majoring in English, and a master's degree in Communication, majoring in Applied Media Studies. I have been teaching ELA for 13 years. I have been teaching Employability Skills to 8th grade students for 5 years now. I have also been part of the instructional material review committee for 3 years.

*Professional summary of material:*

The materials provide teachers in the Teacher's Edition with instructional overview on how to prepare and teach each unit in the materials. They contain lists of academic vocabulary, entrepreneurial investigation case studies of real entrepreneurs, as well as the business plan project, assessment and extension activities that provide opportunities for students to hone their technical and employability skills in the field of Entrepreneurship. However, most of the materials do not contain activities that enable students to employ the knowledge and skills addressed in the standards and criteria. Also, even though the materials provide customized instructions for English Learners and for less advanced / at-risk students, there are no alternative assessments provided for these special populations. In addition, even though there are some opportunities for students to interact with business owners in different countries, there is little evidence for affirming students' background and relevance to the cultures past and present in New Mexico.

Reviewer #: 68

*Background and experience:*

I have a Bachelor of Science degree in Biology and a Master of Business Administration and have taught middle school and high school classes in science, math, business, and social studies. I will start the next school year as a Level III certified teacher. Prior to teaching, I spent over 15 years in health-care, research, management, and financial controls. I have served as Director of Finance and Director of Operations for a small business, a project controller for a national laboratory, a program manager for a clinical research program, and as a project manager for a federal cabinet agency. I have participated in similar reviews for federal and state grant and project funding proposals.

*Professional summary of material:*

The material provides content and lessons in a print Student Edition, a wrap-around Teacher Edition, an e-text version, a variety of extension activities and projects, and multiple forms of summative and formative assessment. However, some materials do not refer to the standard, and some do so only partially. Most often, the reviewed material either does not meet the standard in terms of what students are asked to do (e.g., the standard might ask that a student "employ" or "utilize" the information, yet only informational content is provided rather than an activity or project) or does not directly and specifically address a specific aspect of the standard. Overall, there is a lack of lesson-specific, integrated differentiation; accommodation/modification for assessments; lesson-specific standards alignment; and culturally and linguistically responsive instructions or resources. The instruction is up-to-date, engaging, and informative.

Reviewer #: 69

*Background and experience:*

I am a Level III licensed teacher in the New Mexico and have a B.A. in Spanish and International Studies as well as a B.A. in Secondary Education. In addition, I have an M.A. in Latin American Literature. I have taught Spanish for 21 years and taught World History for one school year. I possess experience in writing and editing curriculum maps for Spanish and World History content as well as collaborating with colleagues on horizontal and vertical alignments. I have participated in district-wide textbook adoptions for Spanish and was a reviewer with the NMPED for Spanish content two years ago.

*Professional summary of material:*

The course provides engaging content and lessons, a digital platform, a variety of extension activities and projects, and multiple forms of summative and formative assessment. There are also features throughout the materials to aid teachers and students on making meaning of the text. However, some material does not refer to the standard, and some only partially. In some instances, reviewed materials are not relevant to the standard or criteria. While the materials offer customized instruction for English Language Learners as well as advanced and below grade level students in the lessons, no such alternative support is provided in the review and assessments.