

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	Learning Microsoft Office 365: 2022 Edition Level 1 -- Student Edition with six (6) MyLab student access code cards	Publisher	Savvas Learning Company LLC
SE ISBN	9780137901517	TE ISBN	9780137930111
SW ISBN		Grade Level/Content	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

75%

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

75%

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:

There is little evidence that the materials represent a variety of cultural and linguistic perspectives to highlight diversity. Materials do contain information for inserting language symbols and accents. The TE contains suggestions for differentiation for EL students throughout the lessons.

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

Average Score
67%

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 partially align with the CTE standards within the strands. The materials provide students the opportunity to achieve the academic knowledge and skills required to pursue a variety of careers. Students are tasked in a variety of ways to demonstrate their knowledge and skills in language arts, math, and science. There is opportunity for students to communicate. The materials provide students the information; however, students are not asked to employ strategies. The instructional materials allow students to problem solve that involves critical thinking. However, students are not asked to demonstrate their learning using installation and operating manuals. There is alignment with systems. Students are asked to implement quality control systems through using SmartArt. However, understanding the scope of an organization is not evident in the materials. The materials provide students information about safety, health and environmental management and opportunity to demonstrate learning. Students are also given opportunities to use leadership and teamwork skills to accomplish goals. However, there is little opportunity for students to participate in meetings and to employ their own mentoring skills. In addition, the materials provide students the importance of understanding professional ethics and legal responsibilities. Although students are given opportunity to practice and apply their learning with different programs, students are not asked to develop their own career plans and identify positive working behaviors and qualities needed to be employable. The instructional materials allow students to demonstrate the use of technical knowledge and skills required to pursue careers. Overall, there is partial alignment with CTE standards and the instructional materials.

STRAND ALIGNMENT

Materials align with specific CTE content strands. (Optional)

Strand:	<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

76%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

Overall, the instructional materials provide students with opportunities to utilize different programs and/or applications to demonstrate their understanding in different career clusters. The materials allow for students to participate in various activities that are aligned with Business Management and Administration. However, there is little opportunity allowing students to describe laws, rules, and regulations as they apply to effective business operations. The instructional materials provide rich and rigorous opportunities for students to use technical skills to understand business management and administration.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

Business Management and Administration Career Cluster (BM): Activities provided for students are to manipulate spreadsheets and charts but not enter formulas or perform math calculations. The opportunity to describe laws, rules and regulations is not evident. There seems to be some opportunity for students to explore, develop and apply strategies for ensuring a business career. There are limited chances for students to implement, monitor and evaluate business processes.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

Business Information Management Career Pathway (BM-BIM): Materials do not allow for students to describe and follow laws and regulations in the activities. There is opportunity to plan, monitor and manage financial resources. Students have opportunity to access, evaluate and disseminate information through memos, letters, flyers and presentations. Students plan, monitor and manage business activities with creation of invoices and Excel spreadsheets and tables. Students also have the opportunity to plan, organize and manage by comparing MS Office programs.

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 instructional materials show sequencing and articulation. The materials provide a sequence of the course that incorporates technical, academic, and employability at the beginning of the lessons in both the Teacher and Student Editions. In addition, the materials start with broad instructional language providing students the necessary foundations in order to progress and build students' depth of knowledge. Lastly, the content and standards within the instructional materials are vertically aligned to prepare students to transition to the next level. Therefore, the materials provide a sequence and are articulated in a meaningful way.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

The materials provide opportunities for students to work with or manipulate files in Outlook, Word, PowerPoint and Excel worksheets. Students are required to create a resumé for a client and work on a newsletter, but there are no real options for students to develop documents for their own career development.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

Although the materials provide opportunities for students to demonstrate their knowledge of technical skills, information on obtaining certifications in pathway-related careers is not evident. However, students are given multiple opportunities to incorporate equipment and technology to support their learning.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

Materials do provide for students to manipulate, edit, upgrade existing files that are provided in materials. There are opportunities for students to work on tables, PowerPoint slide shows and packaging the PowerPoints for sending or sharing.

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
75%	78%

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:

Materials in the TE contain various supports for the teacher. There is a list of files needed for each lesson. The resources include Teaching tips, Assessment tips, Discussion topics, Quick Quizzes, and separate dialog boxes with differentiation ideas. Although the standards are listed in the beginning of the Teacher's Edition, they are not cross-referenced within the lessons. In addition, an estimated instructional time is not evident 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 instructional materials offer teachers a variety of assessment resources and tools to measure the progress of students. Students are asked to demonstrate their learning by applying their learning while working through the applications or programs they are taught. In addition, they provide alternative supports and assessments for English Learners, Culturally and Linguistically Diverse, advanced, and special needs students. However, within the assessments, the standards are not clearly defined.

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:

There is little evidence that the materials represent a variety of cultural and linguistic perspectives to highlight diversity. Materials do contain information for inserting language symbols and accents. The TE contains suggestions for differentiation for EL students throughout the lessons.

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 #: 19

Background and experience:

I have been in education for 23 years, and hold a Level III License in New Mexico. I have worked as a classroom teacher, a reading specialist and interventionist, and Title I coordinator. Currently, I am working as an instructional coach providing teachers support to meet student needs.

Professional summary of material:

The instructional materials provide students information about how to use and implement Microsoft Office 365 applications. Students are also given multiple opportunities to demonstrate their learning. The materials help develop students with some foundations with technology, then going into more in depth, specific content. Overall, most of the CTE standards are addressed in the instructional materials. Some of the CTCC standards are addressed, such as Management and Administration, and Business Information Management. There is some ease on how to utilize the materials, but the materials do not provide opportunities and information on obtaining certifications. In addition, the instructional materials provide many resources and tools for both teachers and students to support planning and learning. However, there are limited ethnic descriptions and perspectives.

Reviewer #: 20

Background and experience:

A Doctor of Education (EdD) in Educational Management and a Master of Arts in Education in Special Education (MAEd) holder. I teach SPED in Math and ELA; Level III-A Instructional Leader - 27 years of teaching experience. I provide ongoing coaching to students and prepare IEPs and makes recommendations for further intervention when necessary.

Professional summary of material:

The instructional materials provide students information on how to use and implement Microsoft Office 365 applications. CTCC standards are addressed. Students are given multiple opportunities to demonstrate their learning. Further, the instructional materials are also designed for use by students and teachers as learning resources to help students acquire knowledge, skills, and/or to develop cognitive processes.

Reviewer #: #21

Background and experience:

After a 10 year career with the USDA Forest Service as an Accountant, Business Manager and Support Services Supervisor, I became a teacher. I've taught for the past 23 years. I have an MA in Education focusing on Differentiation and Creativity, an MS in Science Teaching and I'm Nationally Board Certified. I've taught in public charter schools, private Christian, Federal Job Corps and regular public high schools. I've also taught at the post-secondary level both as an Adjunct and Dual Credit instructor. I've taught various classes like Business, Business Law, Computer Applications, Computer Science, APCSP, APCS, Computer Graphics, Animation, Multimedia and Yearbook.

Professional summary of material:

The materials provide students opportunity to learn and practice what they have learned in MS Office 365. The Teachers Edition contains the CCTC standards and gives strategies for EL students. The materials contain activities for learning and practice through Chapter Practice, Chapter Apply and Tri-Its sections. The TE has Quick Quizzes, Discussion set-ups and separate dialog boxes for differentiated instruction. There are Teaching tips, Assessment tips, Discussions topics, Quick Quizzes, and workplace skills addressed separately. However, the materials do not contain culturally or linguistically responsive curriculum. There are not reflective activities for students addressing their New Mexico or ethnic roots.