

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 2 -- Student Edition with six (6) MyLab student access code cards	Publisher	Savvas Learning Company LLC
SE ISBN	9780137901456	TE ISBN	9780137930203
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

54%

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

67%

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 in TE provide information for Support for Other Languages and offer Customized Instruction for ELL students. Materials point out MS Words features/tools for spell checking in other languages, language features and translation feature. However, materials don't address multiple ethnic descriptions, interpretations or perspectives.

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

Average Score
40%

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 reviewed are partially aligned with CTE standards, including strands 1-10. The materials provide students the opportunity to achieve academic knowledge and skill throughout the curriculum. However, students are not consistently asked to apply their understanding of academic skill and knowledge. The materials ask students to develop spreadsheets and presentations to practice and apply their learning of different programs within Microsoft. In those projects, the students are not asked to deliver presentations or to communicate their thinking. In addition, students are provided with information about communication, but not tasked in applying those communication skills. The materials also provide students the opportunity to work with solving problems when given scenarios through creating projects. Students are asked to analyze data through creating charts. However, the materials do not always ask students to make decisions based on the data. The materials include technology tools to help students to learn to manage, integrate, and create information. However, students are not asked to work as teams or departments. The materials provide information about healthy and safe environments in the workplace, but do not ask students to apply their understanding by explaining how they would implement procedures and regulations. Again, information is provided to students about ethics and legal responsibilities, but students are not given opportunities to demonstrate their understanding. Due to the materials focus on technical skills, students are provided with a limited amount of information about employability and career development. The materials are aligned with strand 10: Technical Skills, allowing student multiple opportunities to demonstrate their technical skills and knowledge.

STRAND ALIGNMENT

Materials align with specific CTE content strands. (Optional)

Strand:	<i>Statements of appraisal and supporting evidence:</i>
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

46%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

Overall, the materials are partially aligned with the CTCC standards. Students are given opportunities to use mathematics along with implementing strategies to create reports showing data, but students are not asked to evaluate, monitor, or disseminate the information. The opportunity to describe laws, rules, and regulations is not evident in the materials. Students are provided with a variety of opportunities to demonstrate their understanding.

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): Materials provide information but lack opportunity for students to use, describe, explore, develop, apply, demonstrate, implement or evaluate. However, students are provided with multiple opportunities to utilize tools within MS to demonstrate their technical skills and knowledge.

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 provide information within given criterion, but do not offer students opportunities to describe, plan, monitor, evaluate, disseminate, organize or manage in terms of Business Information Management.

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

62%

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 provide students with broad foundational knowledge and skills, progressing towards students' depth of knowledge. However, the materials do not include a sequence of courses. The materials are vertically aligned and non-duplicative, but the standards are not present in the materials.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

Materials provide for project-based learning and other instructional approaches. Career development is discussed or presented but does not promote or support career decision-making or planning.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

Materials emphasize academic and technical knowledge and skills as well as incorporate relevant equipment. However, materials provide for little to no information on nor opportunities for students to learn how to obtain certifications.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

The instructional materials incorporate opportunities to use technology by having students use technology to enhance productivity. However, up-to-date and current technology information and trends is not evident in the materials.

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
67%	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:

Materials offer opportunities for digital learning and incorporate features and tools that aid the teacher in instruction. The materials contain Assessment Tips, Teacher Tips, Discussion prompts, Skills Extensions, and Customized Instruction for EL students. However, there are no cross-referencing of standards.

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:

Materials provide Assessment Tips, Discussion prompts, Skills Extensions, TryIts, Lesson Apply and Practice, and End of Chapter activities. Not all strands are represented and standards are not specific to NM Content 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:

Materials in TE provide information for Support for Other Languages and offer Customized Instruction for ELL students. Materials point out MS Words features/tools for spell checking in other languages, language features and translation feature. However, materials don't address multiple ethnic descriptions, interpretations or perspectives.

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 an educator for 23 years. I currently hold a Level III License in the state of New Mexico. I have taught in the elementary classroom. In addition, I have served as a reading specialist and interventionist. Currently, I am an instructional coach, providing teachers supports to meet the needs of our New Mexico diverse learners.

Professional summary of material:

The instructional materials reviewed help students develop skills in Microsoft Office 365 needed for the workplace. Within the materials, students are provided multiple opportunities to apply learning of a variety of programs and software. The students are given many scenarios to practice what they have learned. Although the materials provide plenty of opportunity to show what they know, not all standards are evident in the materials. In addition, the materials do not allow students to create their own scenarios to apply their understanding. All learners have access to the curriculum given the tools and resources the instructional materials provide. Overall, the instructional materials provide students with lots of technical skills and knowledge to prepare them for the workforce. However, the standards adopted by New Mexico are not all evident within the materials.

Reviewer #: 20

Background and experience:

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

Professional summary of material:

The instructional materials provide students the information about how to use and implement Microsoft Office 365 applications and at the same time CCTC standards are addressed. Students are also 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 to acquire knowledge, skills, and/or develop cognitive processes. However, not all standards are addressed.

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, APCSA, Computer Graphics, Animation, Multimedia and Yearbook.

Professional summary of material:

Materials provide opportunities for students to gain skills in MS Office 365. There are a variety of situational tasks, activities and projects for students to learn and practice. There are multiple resources to help teachers with student learning. The materials do not address all the standards fully or not at all. The tasks have students manipulate files from material but not necessarily create their own from scratch. Materials lack multiple ethnic and cultural perspectives. Engagement or reflection of students' personal lives are not evident.