

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	Business Communications 1a/1b	Publisher	eDynamic Holdings LP
SE ISBN	9781737396536	TE ISBN	
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

36%

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

21%

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:

This material does present some highlighting of diversity in culture and language but lacks New Mexico culture representation. There is very limited instruction on how to work with individuals of diverse backgrounds and cultures. Diversity in ideas and worldviews, demographics and educational experiences are superficially mentioned. The text does not effectively address how these items can be utilized to enhance the workplace. Students will not get the opportunity to share their culture and backgrounds with others in the course. Instructional materials do not demonstrate multiple perspectives within the curriculum or give students many opportunities to do group work so that they can work with other perspectives. There are no activities that address multiple ethnic descriptions, including those inherent to New Mexico.

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

Average Score
16%

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 eDynamic Holdings publication of Business Communications is focused on communications so that the academic foundations integral to the text are listening, speaking, reading and writing. The text provides many relevant activities to help students develop these skills for proficiency in business. Little attention is devoted to academic foundations in math, science or the humanities while some helpful insights are provided in study skills and organization. Students are exposed to many modes of business communications, and its inherent ethical and legal concerns, in diverse settings, while also being challenged to innovate their messaging with new modes of technology. There is some consideration given to problem solving and critical thinking, but the scope of study on these subjects is very limited. Safety, Health and Environmental Management concerns are virtually non-existent in the text. Employability and career development topics are also mentioned and are also limited in scope. Instruction in "how" to be employable and develop a career is introductory in scope so that students can begin to consider these topics, but actual applications to expand on the instruction are few. Technical skills' development is limited to applications of software extensively used in business communications. Otherwise, very little instruction is provided in other uses of technology to enhance marketing and/or other business career pathways.

STRAND ALIGNMENT

Materials align with specific CTE content strands. (Optional)

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Academic Foundations	The curriculum places some emphasis on language skills (reading, writing, speaking and listening) in conjunction with its title - "Business Communications." Vocabulary instruction is enhanced through the use of flashcard activities. Grammar and punctuation importance are especially highlighted. Although there are no review lessons, editing guides or appendices on these concepts, the text provides several activities in which students practice reviewing and editing their writing. And although instruction on speaking and listening is limited, speaking and listening skills' development gets much emphasis in the creation of several presentations. Mathematical concepts are mentioned as important but there is no instruction or practice on these. No instruction is included on science or humanities concepts, but the importance of organization and planning are noted and several activities include the development of these skills.
Employability and Career Development	The curriculum aligns with this strand, in part, through highlighting the many ways business professionals can be successful because of effective communication skills, including oral, non-verbal and written. A series of explanations, demonstrations and practical activities help prepare students for a variety of communications projects to enhance their "employability". The material emphasizes that a career can be effectively developed, in part, through developing professional communication skills. Instruction is provided in how to overcome construction challenges, learn and develop teamwork skills, how to be more efficient in the use of digital communications, conducting research and improving one's overall writing skills in a variety of genre. And although the text does devote some instruction to "people" skills, it places little emphasis on employability in terms of product/idea development, financial literacy, crisis management, systems knowledge or establishing and maintaining viable policies on employee conduct and legal compliance.

Communications	Communication is the primary thrust of the curriculum. All 16 lessons and their respective activities, quizzes, tests and projects are connected to various facets of effective communication. The text notes that speaking, listening, reading and writing proficiencies are essential to business success. Learning how to communicate individually - be it live, on paper or digitally - is given near equal emphasis to corporate communications through team projects - be it live, on paper or digital. Emphasis is also placed on rapidly evolving modes of communication, including social media, digital presentation platforms and virtual meetings. Conceptual knowledge is conveyed on a small scale while a host of communications activities, projects, critical thinking questions and discussion topics provide ample opportunities for students to employ communications projects in a variety of scenarios.
Technical Skills	The material concentrates on helping students make effective use of software integral to conveying information: word processing, presentations, databases, creating graphics and the strategic blending of these platforms as needed. Students are also made aware of the growing trend to use virtual meetings and social media to conduct business communications. Although fundamental instruction in these technical skills is limited, various activities and projects are presented throughout the 16 lessons to help students develop their skills accordingly. The text does NOT develop technical skills in software related to accounting, financial management or record keeping. Nor does it provide instruction in computer coding, the design, operation and maintenance of computers and computer controlled devices or other office equipment or IT systems within a company or organization.
Information Technology Applications	The material focuses on using technology to convey information rather than managing information technology (IT) applications or systems. Lessons are geared to equip students to use communications software effectively but they are not taught how to set up or manage these platforms or other aspects of conventional business information systems. The use of personal information management (PIM) systems is mentioned in the text; however, no detailed instructions on its applications are included. Using technology tools to expedite workflow is also a minor component in the curriculum. IT applications for communication tasks are a strong suit for the text, but all other applications will require additional resources to truly prepare students to use them proficiently.

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:

Objectives are not aligned with Career Cluster and Career Pathway standards. The learning platform does provide consistency in how students submit assignment in a digital portfolio they create at the beginning of the course. There are clear navigation tools within the lessons, as well as "Flashcards", "Critical Thinking Questions", and "Discussion Questions"; however, the lessons are not aligned with CCTC standards and the platform requires students and teachers alike to switch between "Course 1a" and "Course 1b" to successfully complete tasks.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

Materials reference objectives within the lessons. However, they do not align with the Marketing Career Cluster for Common Technical Core standards. While the coursework provides information on potential future employment, companion coursework, and certifications relevant to the CCTC standards, there is no clear pathway through the information. The lesson objectives do not accurately correlate to the standards, and there are no references to the CCTC standards directly.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

Within the lesson materials, there are some career pathways that are featured. However, the connections are obscure and hidden within the Unit Introduction. Instructional materials provide opportunities for students to critically think about a specific career. Students also create online portfolios that they can later use to support themselves in a particular pathway. The curriculum does not correlate directly to the CCTC 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

50%

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:

This curriculum uses instructional materials showing sequencing and articulation within and across grade bands and/or pathways but is limited in scope. There are pacing guides within the teacher's materials that can be used depending on the structure of the class: teacher-directed, blended, and student-directed online. Each pacing guide lists the sequence of instruction and incorporates technical, academic, and employability knowledge and skills. Within the teacher guides, there are suggestions for teachers to start with broad foundational skills like pre-teaching vocabulary. However, not all activities within the curriculum help to build upon concepts and skills developed in the previous task. NM CTE standards are not established in the pacing guides or teacher guides; therefore, a teacher would need to cross reference the standards themselves to ensure that they are not duplicated.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

This material focuses on engaging instruction in a couple of ways. The first way gives the teacher the ability to use the curriculum in both inquiry-based and/or project-based instruction by using the learning guide pertinent to the teacher's specific strategies for their classroom. The second way is that the student curriculum promotes career decision making by teaching students how to research for potential jobs and write resumés and cover letters to help gain the job. In addition, it teaches students about CTSO groups that enable students to role play a business setting, network, or compete in career-related competitions relevant to specific career fields. In addition, it lists what career certifications are needed for specific careers. However, the curriculum does not comprehensively cover how to create a career development plan.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

The instructional materials provide limited career development information for students. Students are taught how to network, research potential jobs and organizations, and what certifications are needed for their chosen career path. The Instructional materials give students the ability to use computer applications, online research, and computers to support learning consistently through the school year. However, the text does not emphasize cross-disciplinary collaboration or adequately connect academic and technical knowledge and skills to their many applications in business.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

This curriculum uses instructional material to incorporate opportunities to use industry appropriate technology. Students consistently use technology such as word processing, portfolios, presentation, and spreadsheet applications for assignments throughout the program. Instruction informs the students of how these tools can enhance productivity. Despite this being an online program, there is no data specifying when or if instructional materials are updated throughout the school year with innovative technology or new business trends.

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
21%	35%

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:

This curriculum has limited instructional materials that provide teachers with support in their planning. There are two pacing guides available based on using either a blended learning or an online learning class format. The pacing guide consists of timeframes for each unit, and a list of lessons being taught. However, they are not effectively cross-referenced to the standards. The instructional materials integrate opportunities for digital learning by assigning various activities, all of which are related to business communications. The curriculum has videos intermingled in the lessons, and students use computer-based applications to complete activities. In addition, this curriculum contains teaching guides based on the format of the class that provide suggestions teachers can add to their classroom teaching; however, there are no footnotes, teacher's notes, or other aids that will help to make meaning of the text. In addition, the teaching guides suggest limited ideas for differentiated instruction for below level and ELs, such as using pictures, videos, templates, and verbally sharing a response. For gifted and talented students, there are limited suggestions on how to make the program more advanced outside of the teacher making the project more complex.

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:

This curriculum's instructional materials offer teachers a variety of assessment resources to collect data. However, the standards are not effectively aligned to the lessons. Students are assigned to complete unit quizzes, midterm and final exams, activities, and projects to demonstrate their learning. Instructional materials, such as the planning guide and teacher's guide, do not provide suggestions of appropriate assessment alternatives for special needs students.

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:

This material does present some highlighting of diversity in culture and language but lacks New Mexico culture representation. There is very limited instruction on how to work with individuals of diverse backgrounds and cultures. Diversity in ideas and worldviews, demographics and educational experiences are superficially mentioned. The text does not effectively address how these items can be utilized to enhance the workplace. Students will not get the opportunity to share their culture and backgrounds with others in the course. Instructional materials do not demonstrate multiple perspectives within the curriculum or give students many opportunities to do group work so that they can work with other perspectives. There are no activities that address multiple ethnic descriptions, including those inherent to New Mexico.

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 #: 22

Background and experience:

Thirty years as an educator overlapping 41 years in business and farming, combined with a BS in Telecommunications and an MS in Science Education and a Level III Secondary License with four endorsements. I have taught middle school ELA and science, high school ELA at all grade levels, HS Science in nine subjects, including AP Environmental Science and AP Biology, and CTE in Marketing, Journalism (four levels), Video Production (four levels) and Construction Crafts. My business experiences outside of school include serving as a reporter/photographer/editor with a midwest newspaper (3 years), customer service associate with an international airline (1 yr), owner/manager of a NM honey farm (nine yrs), Science Education and Events Coordinator for a national STEM agency (3 yrs) and as a freelance video production/journalist (41 yrs).

Professional summary of material:

Business Communications 1a/1b is a digital resource with limited applications as a marketing curriculum. The 16 lessons in the text are on pertinent themes but each is compact in content. In accordance with its title, the book focuses on communications, and is thus very limited in meeting many of the NM CTE standards. Regardless, it is accessible and user-friendly for both students and teachers. These virtues do not compensate for the lack of instruction or application in terms of preparation for a marketing career pathway. Most lessons are less than 1,000 words in length so that students have a limited foundation upon which to develop skills in the various activities and projects included in the program. Ancillary materials are also few and accommodations for students with special needs are vague and limited. Hence, the text is helpful for "communications" instruction but of limited value as a marketing or business introduction curriculum.

Reviewer #: 23

Background and experience:

I hold a Level II 6-12 Secondary Educator license with an endorsement in science. I am a 16 year educator with a Bachelor of Science in Biology, Associate of Arts in Liberal Arts, and I am a published research scientist. I also am a business owner with experience in marketing of a product or service. I have worked as a Clinical Research Scientist and specialized in quality assurance. I have taught grades 6-12 in both science and mathematics, and taught laboratory sciences in the fields of biology, chemistry, Integrated Physics and Chemistry, 6th and 8th grade mathematics, and 6-8th grades science. Twelve of my educating years, I have also held a Special Education license in which I have taught Inclusion, Resource Science, Gifted and Talented, and regular education classes.

Professional summary of material:

The eDynamic Business Communications instructional material introduces career pathways and certifications via an asynchronous platform. Students follow learning objectives that do correlate to some of the content standards; however, there is no direct mention of standards in the materials. The curriculum does have a consistent theme - "communication". The Activities, Critical Thinking Questions, Podcasts, and Discussion Questions are basic and often not correlated to a standard. The unit lessons have either the teacher verbally conveying the content or independent student-led instruction. Students complete lessons, utilizing many different computer applications, to create resumés, set goals, create podcasts, write cover letters, and emulate networking skills. However, the materials lack having students collaborate and work together and network outside of the classroom.

Reviewer #: 24

Background and experience:

I attained an Associate's Degree of Applied Science in Accounting and an Associate's of Arts in Health Information Technology while at Central New Mexico Community College. I obtained my Bachelor's Degree of Business Administration while attending University of New Mexico. Finally, I have obtained my Master of Arts Degree at Grand Canyon University of Arizona in Curriculum & Instruction. I am a New Mexico level II teacher. I have been teaching for 6 years. I started my teaching career in Kindergarten and moved to my current position as a middle school Consumer Science teacher.

Professional summary of material:

eDynamic Business Communications covers entry level business communication. Students learn what certifications they need for a specific career and what CTSO programs in school can help with job readiness. Students learn how to promote themselves to employers for future jobs by networking, using resumés, and creating cover letters. There are multiple activities where the student will use word processing, presentation, video recording, electronic portfolios, and spreadsheets to aid in furthering student skill sets for a future job. This curriculum gives students a very basic understanding of business communications but misses many opportunities to add in cross-curricular instruction. The pacing guides do not vertically align to standards; thus, a teacher using this curriculum would need to determine how the lesson being taught hits all the standards without any duplication. Teaching guides and pacing maps are available to give teachers suggestions on managing blended or online/continuous learning, inquiry based or project based instruction, and the development of interpersonal and employability skills in the class. This curriculum predominantly relies on individual work to accomplish the activities and projects; thus, a teacher would need to be cognizant to create more opportunities for group work to ensure all standards are being met. This curriculum is not recommended as a marketing text.