

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 Law 1a/1b	Publisher	eDynamic Holdings LP
SE ISBN	9781737161639	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

81%

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

57%

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:

Instructional materials support lessons on global business and backgrounds and student reflection but there is no direct support for culturally and linguistically diverse pedagogy. The material does not incorporate local New Mexico business or background.

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

Average Score
70%

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:

Business Law from eDynamics offers program of study with podcasts and activities to support learning. The material offers balanced assessment with formative, interim, and summative assessments. Links are made in learning through cross-curriculum disciplines in math, ELA, and science. However, no accommodations for ranges of student performance or certification training or completion is offered. While curriculum discusses global diversity, it is not reflective of local culture.

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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CCTC Standards Review - Materials are reviewed for alignment with the state adopted Common Career Technical Core Career Cluster and Career Pathway standards.

Average Score

85%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

Materials align with CCTC by incorporating research in multiple CTE career pathways. Materials include formative and summative assessments that help measure progress in CCTC standards. Lesson designs are clear and easy to follow, following the CCTC standards. Initially, Unit Lesson provides background information, new learning, and progresses through to critical thinking questions, activities, and quizzes. However, scoring is in the 80% range for the CCTC standards because the material only partially allows students to meet standards where standard's action or performance verb is to employ or make use of.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

Materials align with the CCTC standards by incorporating business law (career cluster). However, no direct certification training leads to a professional degree or industry certification.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

Materials align to CCTC standards of multiple career pathways, such as business planning, entrepreneur venture, and risk management. However, no certification is provided to a student through the materials.

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

93%

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:

There is a pacing guide that outlines the entire curriculum: vertically aligned teacher resources and setup of units. The materials incorporate technical and workplace pathways, providing opportunities for industry-appropriate knowledge and skills.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

Materials provide a comprehensive career development plan focusing on engaging students with project-based, inquiry-based, and challenge-based learning.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

Materials provide information and technical skills, but there is no certification pathway.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

Materials meet the focus area by providing multiple opportunities to use current technology. Some examples include email, dropboxes, Twitter, podcasts, and other industry 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
57%	74%

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 material provides a sequence of lessons and activities by unit. However, resources and supports are missing accommodations for students.

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 provide a variety of formative and summative assessments but do not clearly define the standards being addressed. No alternative assessments for special populations are evident.

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:

Instructional materials support lessons on global business and backgrounds and student reflection but there is no direct support for culturally and linguistically diverse pedagogy. The material does not incorporate local New Mexico business or background.

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 #: 13

Background and experience:

Level Three Teacher with 14 years of teaching and coaching experience. Master's in Instructional Specialist-Bilingual Reading Specialist; Endorsement in K-8 Bilingual Reading, K-12 Coaching, and GT certification. Currently, a doctoral student at the University of Texas at El Paso specializing in education policy.

Professional summary of material:

The materials are vertically aligned by units that provide informational text knowledge, student activities, collaborative projects, and formative and summative evaluations. The website (online component) is structurally simple, allowing the teacher to access teaching materials easily. The content is relevant and engaging as it discusses the recent social-political context. Additionally, students learn and employ popular apps such as Google, Facebook, Podcast, and YouTube. While there is a unit on the importance of cultural awareness in global competence, the material lacks content that is specific to culturally and linguistically diverse students.

Reviewer #: 14

Background and experience:

I have a Level III A license with endorsements in Home Economics, Business, and Secondary English, a Level III B license in Administration and Secondary Education, and a National Board Certification in CTE-Family & Consumer Sciences, K-12. I have taught in the secondary classroom for 23 years, the post-secondary system for 6 years teaching various FCS and education classes, and 1 year in administration. I have taught FCS and Business courses all 23 years and 4 of the years a combination of CTE courses and high school English. I am also the advisor of BPA.

Professional summary of material:

The materials for Business Law are organized and set up for easy access and navigation and incorporate relevant material. They provide an in-depth look at this career pathway, are engaging, and emphasize a connection between academic and technical skills through cross-disciplinary collaboration. Current technologies are used throughout the units as well as integration of core subject skills. Students are exposed to many different real-world scenarios that require leadership skills, problem and inquiry-based skills, critical thinking and decision making skills. There are multiple formative and informative assessments in each lesson with a midterm and final exam. There is no evidence of materials or supports for English Language, Culturally and Linguistically Diverse, gifted or special education learners.

Reviewer #: 15

Background and experience:

The reviewer's background and experience is a Level II license with endorsements in Business Education, Technology Education, and Information Tech Coordinator. I have a Bachelor's degree in Business Administration and Computer Information Systems, as well as Master's in Educational Leadership. I have 19 years working in Career and Technical Education, teaching a variety of courses within CTE and STEAM. I am an advisor of MESA.

Professional summary of material:

The material provided for Business Law is well organized and utilizes current technologies. The online format is clean and easy to navigate. There are resources to diversify content and explore outside content to assert or delve deeper into information. Unfortunately, there is little guidance and clarity regarding certifications. The material is void of any local reference to cultural and linguistic diversity.