

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 Ownership 1a/1b one year student license	Publisher	eDynamic Holdings LP
SE ISBN	9781959433156	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

35%

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 include resources that demonstrate multiple perspectives. However, the materials lack resources about CLR pedagogy and the cultures and the languages of NM.

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

Average Score
79%

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 materials partially align with the CTE standards, including academic foundations, critical thinking, information technology, leadership, legal responsibilities, and career development in business. The teaching guides support blended learning, online continuous learning, inquiry-based learning, project learning, and employee/interpersonal skills. The material does not outline New Mexico CTE standards directly.

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
99%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

Materials align with CCTC standards, including interdisciplinary concepts in CTE. Concepts include technology, entrepreneurship, planning and organizing, and career management in the field.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

Materials align with CCTC Career Cluster standards in business management and administration. Students demonstrate and implement solutions in managing customer relationships and quality results.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

Materials align with the career pathway of business ownership as an entrepreneur. Students plan, monitor and manage day-to-day business activities for productivity and a safe workplace.

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

97%

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 sequence of course material is easily accessed, and the online platform is user-friendly. It provides a broad foundation of knowledge. Instructional materials provide a teaching guide and pacing guide.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

Instructional materials include project-based learning that incorporates comprehensive career development. Current business themes and real-life scenarios are used to engage students in the learning process.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

Information on how academic and technical/business skills align to support career development exists. However, there is no certification available through the materials.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

Materials allow students to use current technology and trends to demonstrate learning. Some examples include online learning, producing spreadsheets, and business analysis plans.

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
35%	51%

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:

The materials support mainstream CTE and digital learning, but lack support for CLR, ELL, and other special populations.

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 include both formative and summative assessment forms; however, the assessments provided are not aligned to NM content standards and the assessments lack diversity and accommodations 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:

Materials include resources that demonstrate multiple perspectives. However, the materials lack resources about CLR pedagogy and the cultures and the languages of NM.

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. Masters 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 eDynamic Business Ownership materials provide a comprehensive online learning curriculum appropriate for CTE. The materials engage problem-project-based scenarios for students to demonstrate their learning. To enhance the learning of students with culturally diverse backgrounds and students with special abilities/accommodations, the materials would need supplementation, specifically in culturally and linguistically diverse areas.

Reviewer #: 14

Background and experience:

This reviewer has 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 Business Ownership materials are organized and set up for easy access and navigation of materials. 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 summative assessments throughout the unit. However, no evidence of materials or supports for English Language, Culturally and Linguistically Diverse, gifted or special education learners is found.

Reviewer #: 15

Background and experience:

The reviewers 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 Career and Technical Education, teaching a variety of courses within CTE and STEAM. I am an advisor of MESA.

Professional summary of material:

The summary of the material provided for eDynamics Business Ownership is well organized and utilizes current technologies. The material covers cross disciplinary knowledges and skills that students practice in writing, reading, math and science. 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.