

**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](#)

<b>Text Title</b>	Management 1a/1b one year student license	<b>Publisher</b>	eDynamic Holdings LP
<b>SE ISBN</b>	9781737161448	<b>TE ISBN</b>	
<b>SW ISBN</b>		<b>Grade Level/Content</b>	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

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

56%

**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:*

Culturally and linguistically responsive pedagogy is available as students research how bias would be seen in their backgrounds in activities, discussions and critical thinking. No concrete references to New Mexico culture or languages promoted diversity in demonstrating multiple perspectives. Critical reflections are made but not interwoven into lives and societies, including cultures past and present in New Mexico. The activities allow the students to identify their own perspectives but students are not given the opportunity to collaborate with diverse groups.

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

Average Score
65%

**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:*

Academic Foundations are addressed in the areas of ELA, math and social studies but not science. Students use oral and written communication skills in creating and expressing information. They demonstrate the use of concepts and strategies using digital and presentation skills; however, the activities are not linked to diversity of listening and speaking to diverse groups. Problem Solving and Critical Thinking is addressed by using critical thinking skills as an individual; however, group interaction is not used in the problem solving techniques or conducting research to collect data. Information Technology Applications are used by students to access, manage and integrate utilizing technology to present work. Students employ technological tools to research and present material about different Systems that can be used to create a successful business. However, students do not employ the computer operations applications to manage a work task. Systems identifies organizational systems and governmental regulations in the workplace along with promoting jobsite regulations and goals. Global systems are addressed through examples of different global economies and business systems, but quality controls systems and practices to ensure quality products are not evident. Safety, Health, and Environmental Management focuses on customer relations; however, health standards are not referenced in regard to the workplace or job site nor the application of the health and safety standards. Leadership and Teamwork skills are addressed through the use of management styles of exemplary business leaders showing positive work environments and leadership skills. However, the students are not given the opportunity to apply or employ the skills taught. In the area of Ethics and Legal Responsibilities, students learned credibility, code of conduct, tax law, and intellectual property. However, personnel situations are not addressed and students are not given an opportunity to apply the skills that are presented. Career development in the qualities of employability skills is addressed through the use actual business systems. The development of a step by step career plan is student driven and allows students to utilize the different pathways available. Students identify and explore careers but they but they are not instructed to do an actual job search that relates to the culture and diversity of their environment. Technical Skills demonstrates the use of technical knowledge and skills required to pursue careers in management and information technology, but not the tools to plan and manage time nor to enhance their results.

**STRAND ALIGNMENT**

**Materials align with specific CTE content strands. (Optional)**

<b>Strand:</b>	<i>Statements of appraisal and supporting evidence:</i>
Academic Foundations	The academic knowledge and skills common to all careers are met in the areas of ELA, math, and social studies; however, science is less evident throughout the material. The primary focus of the material centers on ELA concepts with opportunities to practice. Math skills are not applied or employed during the activities.
Safety, Health, and Environmental Management	Health and Safety and Environmental Management are addressed in regards to policy, with focus on consumer protection, employment law and licensing. However, the text does not apply or employ jobsite safety and health procedures.
Leadership and Teamwork	The materials include many opportunities for the research and knowledge of leadership and management of a variety of businesses, but the students do not have the opportunity to apply and employ the human relation skills learned as a group nor team activities based on differing cultures, genders and backgrounds.
Ethics and Legal Responsibilities	The text addresses the importance of professional ethics and legal responsibilities. The application of those business laws and regulations are present but are not applied to student activities. Students research and are given opportunities to plan and present their ideas, but the application of the theory is not implemented.
Information Technology Applications	Students demonstrate the use of technical knowledge and skills required to access, manage and integrate with an understanding of technical skills within the field of management.

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

Average Score
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75%
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**OVERALL ALIGNMENT**

**Materials align with the CCTC standards.**

*Statements of appraisal and supporting evidence:*

Technology is prevalent throughout the material with presentation software, and student engagement is enhanced through critical thinking and individual activities. Career development through cross disciplinary collaboration and career enhancing certification are presented and discussed. The student activities are lacking hands on application of integration of technical skill requirements to improve outcomes.

**CAREER CLUSTER**

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

*Statements of appraisal and supporting evidence:*

The text focuses on Customer Service Relations, rules and regulation for effective business operation as well as developing business goals. Career cluster of the CTE pathways are only addressed in the student guide and within the material with the career focus in management. Discussion and Critical thinking are used to assess learned knowledge, but students do not have the opportunity to demonstrate or apply the skills learned.

**CAREER PATHWAY(s)**

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

*Statements of appraisal and supporting evidence:*

Materials were reviewed for alignment with the General Management Career Pathway. Management practices are identified in a variety of business careers. Opportunities are mentioned in reference to areas of law and regulations, business decision making, ethical consideration of business management and economic and global business operations, but student application of the concepts to the career pathway is not evident.

**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
92%

**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 text is aligned through sequences of competencies that incorporates the CTE pathways across academic and employability knowledge and skills while building technical vocabulary as seen throughout the text in both formal and informal assessments. The text offers critical thinking opportunities throughout each unit as well as opportunities to use activities to expand student knowledge base.

**FOCUS AREA 2 ENGAGING INSTRUCTION**

**Instructional materials are engaging for students.**

*Statements of appraisal and supporting evidence:*

Instructional materials provide multiple opportunities to use project based learning. Problem solving decisions focused on the individual rather than the team aspect of engagement. Planning and engagement through various CTE pathways does provide guidance with application of the skills.

**FOCUS AREA 3 CAREER DEVELOPMENT**

**Instructional materials provide career development information for students.**

*Statements of appraisal and supporting evidence:*

The text references the required materials such as software, presentation materials such as word processing software, slide presentation software, research requirements, and technology integration, which are used to support learning. Cross disciplinary collaboration is absent in the connection between academic areas and technical knowledge.

**FOCUS AREA 4 TECHNOLOGY**

**Instructional materials incorporate opportunities to use industry appropriate technology.**

*Statements of appraisal and supporting evidence:*

The use of technology and digital format are highly integrated within the materials with the use of presentation, word processing, graphics and visuals. The material uses up to date, current technology and trends in the industry to enhance productivity.

**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
56%	67%

**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 resources for the teacher are contained in a teacher's guide and student guide. The material includes visuals and glossary and vocabulary with the availability of flash cards. They provide appropriate linguistic support for ELs and accommodations for special populations through the use of literacy and language supports. Instructional materials integrate opportunities for digital learning. The standards are not connected or addressed throughout the material.

**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:*

Instructional materials provide a variety of both formal and informal assessments throughout the units, utilizing grading rubrics, critical thinking questions, problem based activities and discussions. However, the materials do not offer assessment alternatives for ELs, Culturally and Linguistically diverse students or for students with special needs. Standards are not clearly defined or tied to the assessments.

**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:*

Culturally and linguistically responsive pedagogy is available as students research how bias would be seen in their backgrounds in activities, discussions and critical thinking. No concrete references to New Mexico culture or languages promoted diversity in demonstrating multiple perspectives. Critical reflections are made but not interwoven into lives and societies, including cultures past and present in New Mexico. The activities allow the students to identify their own perspectives but students are not given the opportunity to collaborate with diverse groups.

**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 #: 16

*Background and experience:*

My professional experience includes a Bachelor's in Business, a Masters' in Educational Leadership and Policy Studies along with some doctoral coursework. My background in business started by working with Fortune 500 companies, such as IBM, Kodak and NCR, for 10 years. I am a Level 3 certified teacher with 8 years of experience and my endorsements include K-12 business, math, reading, and special education, and I am also elementary certified. I currently teach secondary math and business and I am also the BPA advisor for my district as well as a building administrator for the Alternative School. As the Regional BPA advisor for the BPA state organization, I am a part of the BPA Board and put on the contests at a regional level for the BPA student organization. I am currently in a leadership position as a mentor, a LETRS facilitator and NM DASH.

*Professional summary of material:*

The material is excellent in regards to the technology aspects and the diverse use of activities, discussions, critical thinking questions and the variety of assessments. The materials allow students to see appropriate vocabulary, glossaries, and visuals. The use of real life examples allows students to gain knowledge from the experience of others. Applying and employing the material and the use of collaboration as required by the standards are not as apparent. The standards are addressed but are not shown in the documentation for lessons or assessments. The material provides students with an opportunity to bring their views to their assignments but there is no sharing of culture in collaborative groups or discussion boards. Unless utilizing the materials in blended environments, the students submit work based on a rubric and informal and formal assessments. The cultural and linguistic relevance of the material is not correlated to New Mexico students' own lives in critical reflection of their cultures and their own lives in New Mexico.

Reviewer #: 17

*Background and experience:*

My professional experience includes a Bachelor's in Community Health Education, a Master's in Elementary Education with an emphasis in Bilingual Education, and current course work for a Doctorate of Curriculum and Instruction with an emphasis in Language, Culture, and Literacy. I have several endorsements, including bilingual, TESOL, Modern Languages, Health, Science, and Reading endorsements. I am a Level III licensed teacher with more than 15 years of teaching experience, primarily as a bilingual teacher in both the primary and secondary grades. I am currently in a leadership position as an Education Specialist with Head Start and am working on completing my dissertation this year.

*Professional summary of material:*

The materials reviewed contain academic concepts and strategies using organized units that align with the state standards. Each unit contains lessons, critical thinking questions, discussions, quizzes, formative and summative assessments, grading rubrics, and problem-based activities where students are instructed to perform tasks that require interactive digital components, such as online searches, word processing, podcast development, presentation software, and other online career-oriented software. However, the state standards and objectives are not addressed throughout the unit or the assessments. The critical thinking questions and activities are mostly for individual work and lack group collaboration. The ELA concepts are represented throughout the lessons; however, the materials in the areas of science as well as the application of mathematical skills practice. Leadership skills, management skills, and teamwork skills are taught through exemplary business leaders showing positive work environments and leadership skills. Career development and step-by-step career planning are emphasized, including resume building and goal setting. However, no hands-on application opportunities are given to enhance the skills learned. Students do not get opportunities to implement the learned skills in real-life situations such as gathering their own data and working in collaboration with groups to practice leadership and management skills. The online program contains a digital teacher resource including a Pacing Guide, a Teaching Guide, and Suggested Answers for each unit. It also has resources for students to use such as the course syllabus, required materials, course vocabulary, course bibliography, career certifications, and companion courses. The materials provide support for English Learners and Culturally and Linguistically Diverse students as well as students with IEPs, using visuals, glossaries, flashcards, sentence frames, role-playing, and videos. The Literacy Support Toolbar has a translation component, a visual dictionary, a highlighter for note-taking, and screen masking to help with maintaining focus. However, there is no evidence of opportunities for differentiation and accommodations throughout the lessons or assessments for English Learners, Culturally and Linguistically Diverse students, or special needs students. Culturally and Linguistically Responsive Pedagogy is also lacking within the program. The material reflects working with diverse populations and global diversity, but it does not include authors, artists, or leaders from diverse cultures as role models. Furthermore, the materials do not include tools and resources for teachers to incorporate for all students, nor opportunities for students to reflect on their own funds of knowledge, or on the cultures past and present of New Mexico.

Reviewer #: 18

*Background and experience:*

My professional experience includes a Bachelor in Secondary Education, Major in Social Studies; a Master's of Arts in Education, Major in Social Studies; and presently working on my dissertation for a Doctorate of Philosophy with an emphasis in Development Studies. My concentration of work is about religious minorities, marginalized sector and local history. I have a Level III endorsement in Secondary Social Studies with more than 12 years of experience from high school to graduate school. I am a former member of Philippine Historical Association, Philippine Sociological Society and Philippine Political Science Association.

*Professional summary of material:*

The learning materials contain parts that are helpful to the teachers, like the pacing guide. It enumerates the schedule, lesson, units, chapters, activities, learning tips and general instruction on the flow of the topics. It lacks the competencies and standards to provide alignment of the whole process and material to the goal of the learning journey. The academic contents of the materials encompasses the technical skills set, knowledge, practices and examples of scenarios to train learners on the complexity of the real world and challenges in decision-making to survive the global market. Learners are exposed to different sets of job sites, engaging them to plan, create, manipulate, calculate, evaluate and sustain progress put in place to avoid conflict, resolve disputes and foster conducive working environments. Diversity of instruction and activity to allow students' self interpretation of skills and concepts on their own language, culture and societies needs more consideration. Social studies, language, mathematics and technology are well incorporated in an array of activities and simulations showcasing students' verbal, interpersonal, logical, spatial and communication skills through slideshows, letters, action plan, organizational structure charts and business models. However, safety and health standards for jobsite, personnel and clientele welfare are not defined, enumerated, institutionalized, practiced or evaluated in the learning material.