

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	Marketing Foundations 1a/1b	Publisher	eDynamic Holdings
SE ISBN	9781737161646	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

80%

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

62%

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:

The material has limited variety in cultural and linguistic perspectives that highlight diversity in culture and language through multiple perspectives. The material relates the content area to the student's local community by having the students' complete tasks where they research local businesses and their marketing strategies. In addition, diversity is represented throughout the book by including images of people from different cultures and backgrounds. The teacher's guide resource states for SEL "The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports" should be incorporated into the class; however, there are no activities or labs asking students to do this. In addition, instructional materials do not give opportunities through assignments or discussions to affirm student backgrounds; there is no mention of New Mexico culture, past or present, within the material.

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

Average Score

71%

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 material "Marketing Foundations 1a/1b" is a digital learning resource that meets several of the NM CTE standards. The Academic Foundations strand of the standards is addressed for linguistics as multiple assignments help students develop listening, speaking, reading and writing skills. Math, science and humanities concepts and skills are addressed to a lesser degree. Communication instruction is a highlight of this text as conceptual knowledge is reinforced with effective practical applications in "live" and digital modes. Students are also engaged in problem solving and critical thinking through conceptual and practical applications in a variety of situations. The text is lacking in its approach to teach students to respond to emergencies, but very insightful on resolving conflict between coworkers. Leadership and teamwork principles are also apparent, and several projects provide opportunities for developing those traits accordingly. Technical skills and the ability to apply information technology are also evident as the entire curriculum is digital. Ethics and legal concerns also comprise a significant component of instruction. However, business law is presented briefly. Employability and Career Development are emphasized in numerous lessons; many assignments are provided to consider and develop these concepts. Background information and demonstrations of portfolio structures are brief, as is recognition of procedures for meeting credentialing and licensing requirements. Overall, the text addresses the CTE standards but is limited in its depth of meeting them.

STRAND ALIGNMENT

Materials align with specific CTE content strands. (Optional)

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Communications	The material completely satisfies all 13 components of Communications Standards in the communication strand. It is a project-based program that focuses on the mastery of writing, listening, and speaking skills in a series of business-linked observations, analyses, reports, marketing plans and presentations.
Technical Skills	The digital-based material emphasizes the development of technical skills through direct instruction and practice incorporated into 32 major projects and a series of small-scale activities. The instruction and activities include the fundamental operation of a computer, various computer operations and platforms, internet search engines, social media, cloud-based and computer-based data management, video production and editing, virtual meetings and a variety of digital publication modes. Students also become familiar with "how" to incorporate these tools into expediting workflow and effectively meeting marketing and company objectives depending on the circumstance.
Information Technology Applications	The material emphasizes the strategic use of the internet and the tools and information available for marketing. Likewise, writing and publishing applications to produce business publications, applications to prepare and deliver presentations, and the applications of computer operations to manage work tasks are thoroughly presented. However, due to lack of content, some applications only partially fulfill standards. These include personal information management (PIM) systems, spreadsheet and database applications, using computer-based equipment to control devices, the employment of collaborative/groupware applications and the fundamental skills to effectively use operations and installation manuals for setting up equipment and/or troubleshooting problems.
Employability and Career Development	The text provides effective instruction on positive work behaviors and personality traits intrinsic to employability. Emphasis is also placed on developing and periodically refining a personal career plan. Students are properly instructed on how to strategically explore career opportunities and then effectively apply for a job. However, more conceptual information and demonstrations is needed in the material to adequately prepare students in employability and career development.

Problem Solving and Critical Thinking	The material includes the practical development and application of problem solving and critical thinking skills through a series of projects and activities in multiple units. Each of the 16 units contains a set of five critical thinking questions for students to investigate how to solve challenges in various scenarios. Although there are many assignments requiring technical research to solve problems, actual instruction in technical research (and distinguishing it from other forms of research) is lacking. Similarly, background information on how to prepare for and respond to emergencies, perceived and real, is also incomplete.
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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

100%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

The instructional materials are aligned with the CCTC Career Cluster and Career Pathway. They provide opportunities for rich and rigorous evidence-based assignments that engage students with the Marketing Career Pathway and allow for in-depth reflection of real-life applications. Materials provide opportunities for learning for students at all levels through the comprehensive Teacher Resources that has associated resource guides. The lesson design has an effective flow from a Unit Introduction through engaging lessons that require students to conduct research, communicate with others through discussion questions, complete tasks specific to Marketing, and contains formative and summative assessments. Each unit begins with a "Unit Introduction" that outlines clear and concise objectives followed by the unit lesson, which is designed with procedures that are clear and easy to follow.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

Students complete a series of lessons on Economics, Entrepreneurship, Marketing, and other related career pathways, that lead them through how to manage financial resources, create marketing plans, manage sales and distribution channels, and the develop a product or service mix. Instructional materials educate students on how to properly engage in communication and disseminate information, as well as make adjustments to changes in the market. The asynchronous nature of the instructional materials engross the students in technology and digital citizenship. The students have access to resources that prepare them in the pathways to pursue postsecondary education and/or careers, as well as certifications and companion courses that would aid them in attaining employment in this career cluster.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

The instructional materials are in alignment to the CCTC standards within the Marketing Career Pathway. Students learn how to convey their thoughts and ideas through specific marketing communications, as well as how to plan and manage the day-to-day activities of marketing communications operations. They also learn to disseminate information effectively to enhance decision-making. The materials empower students to maintain and improve a product or service mix and to communicate effectively to achieve a desired outcome.

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

86%

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 material shows sequencing and articulation within and across grade bands and/or pathways. The pacing guide found under the Teacher Resources tab displays a sequence of courses that incorporates technical, academic, and employability knowledge and skills in a timely fashion. The formatting of the material scaffolds building of skills upon previous skills. However, the material does not cross reference the content and standards to the lesson and unit being taught.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

The material engages students. The teacher is able to customize the material to focus on project-based learning, inquiry-based, problem-based, and/or challenge-based activities for every unit. Within each unit, students have the freedom to make decisions on assignments that match their career interests and to help build their career decision-making skills and career development within Marketing. In addition, the activities and labs give students many ways to use critical thinking skills to make informed decisions on assignments.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

The material provides career development information for students. For example, students complete a lab where they must do in-depth research on the career path of Marketing. The students detail in the lab what skills they need to have the career, education, entry and advancement information, and any certifications needed for the career. In addition, students have access to a list of specific career certifications for a career in Marketing. Instructional material includes robust cross-disciplinary collaboration, such as activities that combine financial math and ELA.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

The material incorporates opportunities to use industry appropriate technology within the course. Students use computer-based applications such as spreadsheets, presentations, video recordings, and word processing to complete their assignments. Instructional materials teach the students to research current/future trends, and current technology within Marketing through labs and activities. However, there is no way to know when or if the instructional materials themselves get updated.

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
62%	64%

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 material provides teacher resources to support planning and also includes supports for all students. All teacher resources, text, activities, and assessments are digital. There are several locations that contain materials to support the teacher and make meaning of the text: Teacher's guide, pacing guide, and student example answers to each unit. The teacher's guide suggests differentiation strategies that the teacher can use for students who are below level, above level, and EL. However, standards are not aligned or cross-referenced to the instructional materials.

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 material offers teachers a variety of assessment resources such as projects, labs, quizzes, midterm, and final exams. In addition, the material gives differentiation strategy suggestions for assessments. For example, students can demonstrate their answers, students can give written or verbal responses, and teachers can provide sentence framing as a scaffolding for ELs or students who are below level. There is little differentiation for students who are above level. In addition, content and standards are not aligned to text to be able to measure student progress.

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:

The material has limited variety in cultural and linguistic perspectives that highlight diversity in culture and language through multiple perspectives. The material relates the content area to the student's local community by having the students' complete tasks where they research local businesses and their marketing strategies. In addition, diversity is represented throughout the book by including images of people from different cultures and backgrounds. The teacher's guide resource states for SEL "The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports" should be incorporated into the class; however, there are no activities or labs asking students to do this. In addition, instructional materials do not give opportunities through assignments or discussions to affirm student backgrounds; there is no mention of New Mexico culture, past or present, within the material.

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; 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, Video Production and Construction Crafts. My business experiences outside of school include serving as a newspaper reporter/photographer/editor, customer service associate with an international airline, owner/manager of a NM honey farm, Science Education and Events Coordinator for a national STEM agency, and as a freelance video production/journalist.

Professional summary of material:

The eDynamic material, "Marketing Foundations 1a/1b," is an engaging online text that is graphically attractive, infused with pertinent ancillaries and user friendly to teacher and student alike. As a CTE course, it aligns well with most CTE standards, although the standards are not listed anywhere in the text. Lessons are informative and concise; in some cases, too brief. But each of the 16 lessons has a lab, activity, discussion questions, critical thinking questions and other projects to provide practical applications for the development of student knowledge and skills. The pacing guide that accompanies the material is established for 36 weeks of instruction, which may be short for many districts extending their school year. Diversity in cultural perspectives is limited (there is no connection to NM cultures, past or present), but multiple perspectives on modes of marketing and how to incorporate employees of diverse backgrounds is clear. Undoubtedly, the material provides opportunity for establishing a foundation in Marketing in spite of its shortcomings. Thus, the program is recommended with reservations.

Reviewer #: 23

Background and experience:

I have a Bachelor of Science in Biology and am a published research scientist, as well as a small business owner. I have been teaching for 16 years and hold a New Mexico Level II Secondary License with a Science endorsement. I have taught multiple subjects to include: Math, Science (grades 6-12), PLTW (Project Lead The Way), STEM (Science, Technology, Engineering and Math) and INPC (Integrated Physics and Chemistry). I have worked as a research scientist in which we tested materials and provided statistical analysis specifically for marketing purposes.

Professional summary of material:

The eDynamic Marketing Foundations 1a/1b asynchronous material is recommended with reservations for the New Mexico CTE adoption. The material is engaging and has a logical sequencing that engages students in the Marketing Career Pathway. The instructional materials are easy to utilize and have clear objectives for each unit that align with the Marketing Career Pathway. The "Teacher Resources" has material that is flexible and conducive to an inclusive environment. The material does not reference the standards directly within the lesson objectives. The labs and activities are very comprehensive and provide for the students to gain a well-rounded education in Marketing. Diversity and culture instruction are limited. Vertical alignment is also not present, so teachers must refer to the CTE Marketing standards to align with objectives. Instructional material is well designed and include visual aids and podcasts that are engaging and bring in real-world content to relate to Marketing.

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 attained my Bachelor's Degree of Business Administration while attending University of New Mexico. Finally, I have attained 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:

The material eDynamic Marketing Foundations is recommended with reservations. The projects and labs are creative and engaging. Marketing Foundations uses brain-based learning techniques, giving students many choices to create assignments that align with student interests. For example, students make their own choice of what career they will create in an in-depth career plan. They use decision making skills to determine what is the best marketing plan for companies that students get to choose. These choices increase student motivation to learn, which inherently increases the student's ability to learn. The projects and assignments seem to be on the higher end of Bloom's Taxonomy. The only reservations are that teachers will need to include cultural diversity into the instruction and relate material to the student backgrounds because this is not in the text. In addition, content standards are not listed for alignment to lessons, so a teacher will need to align the standards themselves to determine student progress and ensure that standards are not duplicated.