

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	Office Administration 1a/1b one year student license	Publisher	eDynamic Holdings LP
SE ISBN	9781959433439	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

72%

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

51%

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 represent some cultural and linguistic perspectives in a couple of the lessons. However, students are not given the opportunity to share their culture through the perspectives and representations of the culture of the people of New Mexico. The materials contain a Literacy Support Toolbar to provide support for language and special needs. However, although there are pacing guides for blended classrooms, unless the teacher elects to use the guide, students do not receive differentiation.

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

Average Score
66%

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:

Materials partial align with the CTE standards. Students achieve cross-curricular skills to pursue a full range of career opportunities. Students use oral and written communication to locate, create, interpret, organize, and reference written material. However, the material provides little opportunity for the students to create and utilize graphs, tables, charts, and figures. Students solve problems using critical thinking skills to identify, write and monitor workplace performance. However, the development of performance goals is not evident in the material to guide progress in assigned areas. Students use a variety of technology tools and digital systems, such as personal information management, internet search engines, writing, publishing, and presentation software. However, the material does not present opportunities for students to apply the skills. Furthermore, students learned about ethics in a policy manual but are not presented with installation and operating manuals. Students are taught to understand leadership skills and roles within teams. Students are informed about the nature and types of businesses in order to build an understanding of the scope of an organization. However, quality control systems and practices are not mentioned in the material. Governmental regulations such as OSHA and Worker's compensation are addressed in the material. However, there is no reference to state or local regulations. Students learn to understand the importance of professional ethics and legal responsibilities in a variety of workplace situations. However, the materials do not mention laws or regulations in an organization, nor are the students asked to explain written organizational policies and procedures to help other employees. Students know and understand the importance of employability skills, career development, and positive work behaviors. However, students are not asked to demonstrate their knowledge of state and local policies and procedures. In addition, students are not given instruction regarding the essential principles of entrepreneurship. Students demonstrate the use of technical skills required to pursue a variety of careers to run a business efficiently.

STRAND ALIGNMENT

Materials align with specific CTE content strands. (Optional)

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Academic Foundations	Students achieve the academic knowledge and skills required to pursue the full range of career opportunities while developing cross-curricular skills.
Communications	Students use oral and written communication skills to create and interpret information. Students locate, organize, and reference written information. However, there is no opportunity to develop and interpret graphs, tables, charts, and figures.
Information Technology Applications	Students use a variety of technology tools, such as personal information management, the internet, writing and publishing applications, and presentation software. However, students are not given the opportunity to employ and manage information systems. Students learn about ethics in a policy manual but no material is presented regarding installation and operating guides.
Systems	Students demonstrate an understanding of roles within teams. They describe and apply the nature and types of businesses in order to build an understanding of the scope of an organization. However, there is no mention of quality control systems and practices. Occupation-specific governmental regulations such as OSHA and Workers' Compensation are addressed. However, there is no reference to state or local regulations.
Safety, Health, and Environmental Management	Students will demonstrate an understanding of the importance of health, safety, and environmental systems such as OSHA and Workman's' Compensation. However, materials do not reference personal and job site safety rules and regulations.

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

Average Score

69%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

Materials partially align with the CCTC standards through the exploration, development, and application of managing effective customer relations across curricular mathematical concepts and problem-solving skills. Students learn how to access, evaluate and disseminate information to enhance business relationships. However, students are not given opportunities to practice applying the skills. Students describe and follow laws and regulations related to employee privacy client confidentiality and ethical issues. However, specific laws and regulations are not mentioned in the material.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

Students explore, develop and apply managing effective customer relations skills while using cross-curricular concepts such as mathematical concepts, skills, and problem-solving. Although students learn about employee privacy, client confidentiality and ethical issues, the material does not describe laws, rules and regulations as they apply to business operations. Students do not implement solutions, strategies or evaluation of business processes.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

Students access, evaluate and disseminate information while applying economic concepts to enhance business relationships. However, they are not asked to plan, organize or manage an organization or department.

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

96%

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:

Instructional materials show strong foundational knowledge and progress in specificity to build student knowledge, including a sequence of courses across secondary curriculum that incorporates, technical, academic, and employability skills.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

Instructional materials provide project-based learning and utilize a variety of applications that will be used across all career pathways. However, no cross-career development is evident in the material.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

Instructional materials provide information on certifications and emphasize the connection between academic and technical knowledge. They also incorporate relevant equipment, materials and technology to support learning.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

Students have opportunities to use up-to-date and current technology trends 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
51%	57%

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 materials integrate opportunities for digital learning and incorporate features that aid in making meaning of texts while providing appropriate support for ELL and Special populations. However, cross-referencing of the standards is not addressed in any of the 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:

Instructional materials provide a variety of assessment opportunities, such as discussions, critical thinking questions, problem-solving activities, and formative and summative assessments. However, no clearly defined standards are referenced in any of 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:

Instructional materials represent some cultural and linguistic perspectives in a couple of the lessons. However, students are not given the opportunity to share their culture through the perspectives and representations of the culture of the people of New Mexico. The materials contain a Literacy Support Toolbar to provide support for language and special needs. However, although there are pacing guides for blended classrooms, unless the teacher elects to use the guide, students do not receive differentiation.

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 in 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 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:

Students achieve cross-curricular skills to pursue a full range of career opportunities. Students solve problems using critical thinking skills to identify, write and monitor workplace performance. The materials use a variety of technology tools and digital systems such as personal information management, internet search engines, writing, publishing, and presentation software. Leadership skills and roles are taught within teams. Students are informed about the nature and types of businesses in order to build an understanding of the scope of an organization. Learning the importance of professional ethics and legal responsibilities in a variety of workplace situations is taught. Students know and understand the importance of employability skills, career development, and positive work behaviors. However, the material provides little opportunity for the students to create and utilize graphs, tables, charts, and figures. The development of performance goals is not evident in the material to guide progress in assigned areas. Quality control systems and practices are not mentioned in the material. There is no reference to state or local regulations. The materials do not mention laws or regulations in an organization, nor are the students asked to explain written organizational policies and procedures to help other employees. Students are not asked to demonstrate their knowledge of state and local policies and procedures. In addition, students are not given instruction regarding the essential principles of entrepreneurship. Diversity is addressed in the material, but there is no reference to New Mexico's diverse culture and linguistic diversity. Students do not reflect on their own culture and how it would affect the career pathways that they are learning about.

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 license teacher with more than 15 years of teaching experience, primarily as a bilingual teacher, Spanish Language Arts, and ESL 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:

Instructional materials contain academic concepts and strategies using organized units that partially 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. 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 lacked group collaboration. Leadership skills, management skills, and teamwork skills are taught throughout the lessons. Career development and career planning are referenced in the material. However, there are no hands-on application opportunities given to enhance the skills learned. Digital teacher resources such as Pacing Guides, Teaching Guides, and Suggested Answers are available for each unit. Student resources such as the course syllabus, required materials, course vocabulary, course bibliography, career certifications, and companion courses are also available. 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, 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. Furthermore, the materials do not include tools and resources for teachers to incorporate for all students. Culturally and Linguistically Responsive Pedagogy is evident in a couple of the lessons; however, students are not given the opportunity to share their culture through the perspectives and representations of the culture of the people of New Mexico. The material reflects working with diverse populations and global diversity; however, the materials do not include authors, artists, or leaders from diverse cultures as role models. Furthermore, the materials do not include opportunities for students to reflect on their own funds of knowledge, or on the cultures past and present of New Mexico.

Reviewer #: R18

Background and experience:

My professional experience includes a Bachelor's in Secondary Education Major in Social Studies, Master's of Arts in Education Major in Social Studies and currently finishing my dissertation for Doctorate in Philosophy in Development Studies. My concentration of work is on marginalized sectors, local history, religious minorities and education. I have a Level III endorsement in Social Studies 6-12 with more than 12 years of experience from high school to graduate school. I am currently teaching World History in 6th Grade.

Professional summary of material:

The materials include real-world examples from the personal, social, business, and global spheres to help students develop critical thinking skills and learn how to interpret and analyze the facts or information given while using their academic, technical, interpersonal, and communication abilities. Digital learning options are made possible by computer programs for computations, applications, and systems. In order to foster the development of social and interpersonal skills, learners are given information on the various realities of the global economy, particularly about the cultures and languages of business partners. For students with diverse requirements, the resources are available in a variety of formats, taking into account accommodations and changes for other particular groups. As part of the learning and assessment processes, students manipulate software and produce presentations. The instructional resources offer a comprehensive pace guide with courses, activities, a calendar, and assessments that are appropriate for blended learning. The resources included scenario analysis and critical inference questions based on the facts. Assessments for formative and summative feedback range from LOTS to HOTS. Through projects and group collaborations, genuine assessment is achieved. Standards, however, are not mentioned in any of the assessment material. The course material encourages students to converse with potential business partners from around the world in a variety of languages and to experience their cultures. The sharing of one's own language and culture is not encouraged among learners. Students have access to readings from articles, instruction questions, situational analysis, graphs, photos, and tables, as well as formulas to measure learning across disciplines. Due to the material's accessibility in various languages, students practice interacting with various cultures and languages.