

**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>	Cosmetology 2: Business of Skin and Nails	<b>Publisher</b>	eDynamic Holdings LP
<b>SE ISBN</b>	9781737409397	<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

58%

**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

65%

**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 provide differing perspectives across single subjects of the curriculum. Students engage in learning about different scenarios and examples where a wide ranging group of people are presented and represented. There is no mention of affirming students' home languages or cultures. The materials do not specifically present tools to relate the content to diversity in culture and language. There is no mention of historically local cultures in the state of New Mexico. There is no reference to Native American or Hispanic cultures.

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

Average Score
48%

**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:*

Overall, the materials do not align with the rigor of the CTE standards in New Mexico. The materials are missing many pieces in relation to the standards as written and most of the curriculum does not fully address all components necessary for students to learn. For example, students are not asked to use language arts content skills often. Mathematics skills are general and do not go in depth. Students do not have the opportunity to utilize technology to prepare business communications, as per the standards. Students are not provided opportunities to manage data created in the workplace. The materials that address the collaboration standards focus solely on client relationships and do not offer strategies for being an effective teammate. Students are not interacting with others during the course of the material.

**STRAND ALIGNMENT**

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

<b>Strand:</b>	<i>Statements of appraisal and supporting evidence:</i>
Technical Skills	There is evidence in the material of surface technological skills such as powerpoint presentations, basic photography, and video presentation. However, the curriculum lacks meeting standards that expect students to practice in-depth technical skills that relate directly to the cosmetology industry.
Employability and Career Development	The materials provide students with general information on employability such as personal appearance and creation of a resumé, but does not go further into the traits of employability. The curriculum makes students aware of how to develop themselves with the appropriate licensure but does not go into specifics for how to obtain various licensures and certifications.
Ethics and Legal Responsibilities	The materials provide students with some general knowledge of their ethical responsibilities, but mainly between practitioner and client rather than between co-workers in the workplace. Best practices are shared around health and safety standards and students are given brief information over one safety law, but no other legal responsibilities.
Choose CTE Content Strand (optional)	
Choose CTE Content Strand (optional)	

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

Average Score

65%

**OVERALL ALIGNMENT**

**Materials align with the CCTC standards.**

*Statements of appraisal and supporting evidence:*

Overall, materials partially align with the standards of the personal care services career pathway. The standard that asks students to understand how to get and analyze feedback in order to provide high quality services is not addressed in the curriculum. In the career pathway standards, students do have opportunities to develop and explore policies and procedures to make a healthy and safe environment. The materials meet the standards for students to learn the following concepts: Analyze basic chemistry, biology, and anatomy in order to understand the effects on the human body and to develop organizational policies and procedures. Students do develop priorities, accomplish the mission, and provide high quality services to a diverse group of clients. In the career cluster standards, students do have many opportunities to meet the standards in the following areas: learn about communication between clients and co-workers, explore career opportunities, and demonstrate ethical and legal conduct. The materials don't fully align with standards in the following areas: Family engagement and enhancing the well-being of families and communities.

**CAREER CLUSTER**

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

*Statements of appraisal and supporting evidence:*

Overall, materials partially align with the standards of the human services career cluster. Many standards are addressed but not fully. Students do have many opportunities to meet the standards in the following areas: learn about communication between clients and co-workers, explore career opportunities, and demonstrate ethical and legal conduct. The materials don't fully align with standards in the following areas: Family engagement and enhancing the well-being of families and communities.

**CAREER PATHWAY(s)**

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

*Statements of appraisal and supporting evidence:*

Overall, materials partially align with the standards of the personal care services career pathway. Students have opportunities to develop and explore policies and procedures to make a healthy and safe environment. Students develop priorities, accomplish the mission, and provide high quality services to a diverse group of clients. Students have opportunities to develop and explore policies and procedures to make a healthy and safe environment. The materials address the standards for students to learn the following concepts: Analyze basic chemistry, biology, and anatomy in order to understand the effects on the human body and to develop organizational policies and procedures.

**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

50%

**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 materials show sequencing and articulation across pathways with a clear scope and sequence of units and lessons tied to different topics in the skin and nail business sector. Throughout the lessons, students build on their knowledge, beginning with a broad introduction and then moving into more focused details. By the end of the lesson, students should be able to answer questions about the topic and by the end of the unit should be able to complete the final quizzes and activities.

**FOCUS AREA 2 ENGAGING INSTRUCTION**

**Instructional materials are engaging for students.**

*Statements of appraisal and supporting evidence:*

Instructional materials are engaging for students as they have a variety of different materials and activities to interact with. Students use different modalities to interact with the content, including reading, audio podcasts, written questions, discussion boards, digital quizzes, and hands on projects and activities. There is limited evidence in the materials for students to work on future career planning and decision making.

**FOCUS AREA 3 CAREER DEVELOPMENT**

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

*Statements of appraisal and supporting evidence:*

The materials partially address the career development standards. Students get information about credentialing, licensing, and additional training in their field. However, the information provided is not specific enough to give students all the information they need.

**FOCUS AREA 4 TECHNOLOGY**

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

*Statements of appraisal and supporting evidence:*

Technology is used to enhance course delivery and virtual research and curriculum platform usage. Students have real-life activities such as creating slideshow presentations and taking photographs for a portfolio. There is limited information for students to read about technology that they may encounter in the industry, such as UV lights and hair removal tools. Also, there are no project based activities in which students have an opportunity to use 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
65%	71%

**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 provide teacher resources, along with an accompanying teacher guide, to support planning for all students. Digital learning is incorporated and teachers have a scope and sequence along with differentiation strategies for EL students and students of different special populations. Teachers are given assessment options and activity options to go along with the unit learning. However, there are no standards listed to correlate to each unit or lesson and no estimated times provided.

**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 summative and formative assessments that allow students to show understanding in multiple ways. Students engage in knowledge checks, graded activities, labs, quizzes, discussions, critical thinking questions, and other digital assessments. Students also interact with different types of portfolios to show their understanding. There is no evidence of any differentiated assessments for diverse student groups.

**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 provide differing perspectives across single subjects of the curriculum. Students engage in learning about different scenarios and examples where a wide ranging group of people are presented and represented. There is no mention of affirming students' home languages or cultures. The materials do not specifically present tools to relate the content to diversity in culture and language. There is no mention of historically local cultures in the state of New Mexico. There is no reference to Native American or Hispanic cultures.

**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 #: 52

*Background and experience:*

Reviewer 52 has 13 years of experience in education including roles as a special education teacher, a special education coordinator/director, an assistant principal, and a current principal. This reviewer has taken part in three other reviews and has extensive experience in reviewing, selecting, and implementing curriculum as well as writing curriculum for classes and schools. Reviewer holds bachelor's degrees in special education and multicultural early childhood education and a master's degree in educational administration.

*Professional summary of material:*

Overall, the eDynamic Cosmetology 2: Business of Skin and Nails does not align fully or have the rigor that matches the New Mexico standards for career and technical education in this area. Most, but not all, of the content standards are addressed. However, many standards are only partially addressed. Within the human services career cluster, students engage in exploration of this cluster, including learning about effective communication, ethical and moral conduct in the area of cosmetology, and looking at different career opportunities in this area. However, these standards are minimally covered. Standards in the personal services pathway are not well addressed. Students have opportunities to learn about policies and procedures and business opportunities. However, there are few opportunities to really understand career plans, growth, and record keeping. The instructional materials include a teacher's guide that offers a scope and sequence of units and lessons, but they are not tied to any standards and do not offer any recommended timing for each lesson. In the teacher's guide, there are suggestions offered for differentiation for EL students as well as for students with abilities of varying levels. There is a wide variety of assessments and materials available to support all learners. The curriculum itself is a digital platform and students are expected to read and respond to questions online. There are audio podcasts available for students who would rather listen to the content than read. There are quick knowledge checks, critical thinking questions, discussion boards, quizzes, and hands-on assessments like portfolios. There are hands on projects and activities available. Technology is used mainly for the learning platform and the assignments contained within. There aren't many opportunities for students to practice using industry technology. Though there are some references to diverse cultures and perspectives, the materials are not recognized as being culturally or linguistically responsive. There are some references to diverse cultures and perspectives, but not many that ask students to relate their home cultures and languages relative to the cosmetology industry or the effects that culture has on the industry. There is nothing recognized for historical and present cultures and society of New Mexico.

Reviewer #: 53

*Background and experience:*

Reviewer is a level III Pre K-12 Special Education teacher with endorsements in Psychology, Reading, Math, Social Studies, Science, and TESOL. This reviewer holds 21 years of teaching experience that includes six years in preschool and elementary education and 15 years in special education/inclusion setting including college and graduate school teachings. Degrees include a Ph.D. in Educational Management, Master of Arts in Education with a major in Special Education, and a BA in Social Studies with a major in Behavioral Studies. Reviewer has participated and contributed to several curriculum and syllabus writing and reviews in the past at the college and graduate school levels.

*Professional summary of material:*

The eDynamic Cosmetology 2: Business of Skin and Nails material is not highly aligned with the New Mexico standards. The resource aligns partially with the human services cluster and career pathway, as students are given opportunities to learn about communicating with clients and co-workers, to explore career option, and to learn about having a safe and healthy work environment. The Teacher Resources, specifically the Teaching Guides, are very helpful in giving out teaching options. However, there are no specific standards listed as to the goals and objectives of the curriculum. The materials lack specific activities for real-world, hands-on experience. Specifically, the curriculum lacks instruction on how the technology tools can be installed and used in the actual setting. The instructional materials provide a variety of support activities and assessments that incorporates digital learning, differentiated strategies of EL, CLD, and students of special populations, but has limited content on the students' culture and diversity and no evidence referencing to New Mexico language and culture.

Reviewer #: 54

*Background and experience:*

Reviewer is a level II teacher with over 10 years of classroom experience. Five years were spent focused on ELA intervention with an emphasis in dyslexia and five years focused on Family and Consumer Sciences instruction. Degrees include a bachelor's degree in Foreign Languages and a master's degree in Family and Consumer Sciences with an emphasis in education.

*Professional summary of material:*

The eDynamic Cosmetology 2: Business of Skin and Nails curriculum provides participants with relevant content-based information. This information targets the expansion of knowledge in the aesthetic career field. Users of this material can expect to provide their students engagement in various digital resources, self-reflections and hands on activities that allow for knowledge expansion. Materials presented offer scenarios and utilize examples from a wide ranging group of people. However, the text makes no mention specifically of New Mexico culture and the diverse languages used in the state. The material, although neatly presented and well articulated, is found to only cover peripheral knowledge of the subject when viewed through the scope of the New Mexico state standards. The materials only partially address the New Mexico standards. Several areas where New Mexico standards are partially addressed are teamwork and collaboration. Although the course materials ask participants to utilize technology to fulfill course requirements, there is little technology usage implemented throughout the curriculum where participants are asked to utilize technology in a hands-on manner to expand their skills in this specific field.