

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	Cosmetology 3a/3b	Publisher	eDynamic Holdings LP
SE ISBN	9781959433187	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

60%

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

33%

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 materials show evidence of utilizing scenarios and examples of people that provide multiple perspectives on the content being discussed, but not through a cultural or linguistic lens. The curriculum asks participants to reflect on their own lives in regards to the cosmetology content but does not tie in the role of their lives in society within New Mexico and their own unique cultural backgrounds.

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

Average Score
43%

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 partially aligned to the New Mexico CTE standards being reviewed. There are many missing pieces where standards are not fully addressed within the curriculum. Several standards are only partially evident. A major area where the standard is missing is in the students' use of information technology tools. The materials rely heavily on individual work and provide few to no opportunities for collaboration. The materials offer a wide variety of methods to assess students acquisition of the content including formal assessments, summative assessments, discussion questions, critical thinking questions, laboratories and hands on activities. However, participants are not allowed to explore the standard of looking at organization policies and procedures that would allow for success post-training.

STRAND ALIGNMENT

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

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Systems	The materials provide general guidelines and best practices when under employment in this specific career pathway. However, there is no specific knowledge provided to participants. Participants are not asked to explore the standard of looking at organizational policies and procedures that would allow for success post-training. The materials do provide licensure information. However, the information provided is specific to the State of Texas and does not apply to students in New Mexico.
Communications	The curriculum allows for participants to engage in practice of communication skills from the point of view of the employee and the client. However, there is little mention of employee to employee or employee to employer communication. There is no mention of communication or interaction between the participant and diverse populations.
Technical Skills	The materials provide information on technical skills and procedures. Participants are asked to engage in activities where technical skills are practiced and honed. This type of practice is evident in the curriculum's laboratories and activities. The technical skills found in the material represent a wide-range of knowledge pulled from the cosmetology field.
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

71%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

The materials are partially aligned with the CCTC standards. Most of the standards are addressed, but not fully. The three standards that the curriculum does not meet are: evaluate the role of the family, community and human services in society and the economy; demonstrate ethical and legal conduct in human services settings; and explain how human development principles enhance the well-being of individuals and families.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

The materials allow students to evaluate career opportunities in the HU career pathway. Students engage in many activities where research is completed to understand different career opportunities that are available in the field of cosmetology. There are three standards that the materials do not address. These standards focus on the subjects of ethical/legal conduct, the role of families, and the principles of human development within the specified career cluster.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

The materials provide limited opportunities to meet the standards. One positive aspect of the material is the strong connection between the content in the curriculum and the subject of science. The material provides detailed information on human anatomy directly related to the cosmetology field. However, this resource is found to only partially address the need to evaluate an individualized care plan. The material partially addresses the standard to obtain and act on feedback within the 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

74%

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 evidence of providing sequencing through the use of instructional materials. The materials partially provided broad foundational knowledge that narrowed to specific technical skills, but there was no information provided in the teachers resources folder to explain the acquisition of specific technical skills in this career field.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

The materials provide differing ways to engage participants. The course is offered through a digital platform. Participants are presented with various activities to engage with the content. These activities include critical thinking questions, discussion questions, various knowledge checks throughout the text, laboratories and hands on activities where participants are asked to practice technical skills that are discussed in the content. The materials do not show a coordinated and sequenced effort to promote and support career decision making.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

The materials provide participants the opportunity to gain knowledge in the obtainment of certifications. However, the material is focused on Texas certification and licensure, which may not be applicable to participants in New Mexico. Partial evidence is found regarding the connection between core academic skills and the technical skills being provided in the material. The curriculum, although delivered digitally, provides few opportunities for participants to engage in technology usage that would be seen in their specified career field.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

The materials provide information on industry specific tools in a general manner. However, the application of the specific tools is missing. Participants are not provided with opportunities to engage in technology usage that would be seen in the cosmetology career field. The materials provide participants with technology that would be seen and manipulated as a student, such as presentation software and course work execution materials.

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
33%	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:

Instructional materials provide a teacher resources folder that provides a scope and sequence of all units and lessons along with suggested pacing; however, there is little support offered for diverse populations. The text offers some differentiation support for ELL students and other special populations in the teacher resources folder. These differentiations are not found throughout the text or lessons; they are only found in the teacher resources folder. The suggestions for differentiation are general in nature and do not offer specific unit or lesson differentiation guides. The materials do not cross reference New Mexico adopted standards or any kind of standard at all.

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 curriculum does offer a wide variety of assessment resources and tools that include both formative and summative. However, the assessments are not tied to any kind of listed standard. The materials do not provide specific alternative assessments for diverse populations.

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 materials show evidence of utilizing scenarios and examples of people that provide multiple perspectives on the content being discussed, but not through a cultural or linguistic lens. The curriculum asks participants to reflect on their own lives in regards to the cosmetology content but does not tie in the role of their lives in society within New Mexico and their own unique cultural backgrounds.

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 a bachelor's degree in special education and multicultural early childhood education and a master's degree in educational administration.

Professional summary of material:

Overall, the eDynamic Cosmetology curriculum 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 do engage in exploration of this cluster, including learning about the different career opportunities in the cosmetology field. However, these standards are minimally covered and there is no opportunity for students to understand the ethical and legal standards and responsibilities they would have to adhere to as a professional and very little addressed about how this field contributes to the well-being of individuals and families. Standards in the personal services pathway are addressed in a more clear fashion than the human services cluster standards, but still only meet partial expectations of the standards. Students have opportunities to apply scientific knowledge to the field and create personalized treatment plans using this knowledge. However, there are no lessons to help students fully understand record keeping or policies and procedures in an organization that would help create and monitor the goals and health of the entire organization. The instructional materials include a teacher's guide that offers a scope and sequence of units and lessons, but these lessons are not tied to any standards or any kind of framework that would relate to standards. In the teacher's guide, there are suggestions offered for differentiation for EL students as well as for students with abilities of varying levels, but they are general and not unit or lesson specific. There is a wide variety of assessments and materials available to support all learners, but none labeled specifically as an alternative assessment option. 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. However, there aren't many opportunities for students to practice using industry technology. The materials are not culturally or linguistically responsive. Though there are some references to differing perspectives, none 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 no evidence of teaching about 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, with 21 years total of teaching experience, 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 majoring 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 3a/3b: Introduction to Hair Skills and Weaving, Coloring & Advancing Hair Skills curriculum is not fully 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, exploring career options, and having a safe and healthy work environment. However, not much emphasis is on communicating/working with co-workers. 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, where these technology tools can be used in actual setting. The instructional materials provide a variety of support activities and assessments that incorporate digital learning. However, there are limited to no differentiated strategies for EL, CLD, and students of special populations. Furthermore, there is no content evident regarding the students' culture and diversity. There is also no evidence referencing 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 focused on ELA intervention with an emphasis in dyslexia and the rest focused on Family and Consumer Sciences instruction. I hold 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 curriculum provides participants with specific content skills and knowledge in the cosmetology field. The curriculum is based in a digital format and can be accessed and navigated with ease. Although the curriculum is based on the cosmetology field, it does offer a wide array of information on the aesthetic career field as well. Participants in this curriculum can expect to engage in the use of various digital resources, critical thinking/discussion questions and hands on activities that allow for the expansion of knowledge in this specific content. The material makes participants aware of the need to obtain professional licensure and certification, but focuses on providing information regarding the State of Texas, which may not be applicable to participants in other states. The material, although neatly presented and well articulated, only covers peripheral knowledge of the subject.