

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	Culinary Arts 2: Baking, Pastries, and More	Publisher	eDynamic Holdings LP
SE ISBN	9798986044309	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

48%

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

40%

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 instructional materials attempt to relate to culture by asking the students to incorporate their own backgrounds and knowledge on different topics. There are also projects focused around fusion cuisines that represent more than one culture. However, the instructional materials do not provide students with the opportunity to explore or learn from multiple interpretations, perspectives or descriptions of different ethnic, cultural, and linguistic backgrounds.

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

Average Score

31%

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 instructional materials partially align with the CTE standards such as: systems, information and technology applications, and problem solving and critical thinking. The areas in which the material is not aligned to the standards are: safety health and environmental management, leadership and teamwork, ethics and legal responsibilities, employability and career development, and technical skills.

STRAND ALIGNMENT

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

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Academic Foundations	The material includes lessons and activities that reinforce the academic foundation of the students in language arts, mathematics, and science. The lessons combine the use of these academic foundations in their culinary arts foundations and help students connect their knowledge with what they are learning in the program. However, the curriculum is missing more support in training and certifications, as well as giving students the opportunity to demonstrate and apply their language arts, mathematical, and science skills so that students can pursue career opportunities.
Communications	The material includes lessons in which the student learns about the importance of social media, online reviews, ways staff members communicate in the kitchen, and technical vocabulary. However, the curriculum does not give opportunities for students to demonstrate their communication skills in their workplace or learn about communication strategies and have listening and speaking with diverse individuals from their workplace and clients.
Problem Solving and Critical Thinking	The material includes critical thinking questions and discussion forums in which students have to bring possible solutions to situations, events, or problems that can appear in the workplace and culinary arts profession. However, the curriculum is missing opportunities to include more critical thinking skills that the student can use in a variety of situations as a professional in their career. Additionally, the material is missing opportunities for the student to put into practice their interpersonal skills to resolve conflicts with clients and conduct technical research that will lead into decision-making.
Information Technology Applications	The instructional materials include the use of technology, such as videos, outside online resources, and projects where the student can use the internet to conduct research. However, some parts of the curriculum do not include the technological tools to expedite workflow, the use of spreadsheet applications, or the use of database applications to manage data in the workplace.
Safety, Health, and Environmental Management	The instructional materials incorporate lessons that describe the importance of health, safety measurement, procedures in the workplace, work policies, and regulations in the federal, state and local level. However, the curriculum is missing opportunities to practice job safety rules, understand employee rights and responsibilities, and employ emergency procedures like creating an emergency response plan within the workplace.

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

Average Score

31%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

Overall, the Culinary Arts 2: Baking, Pastries, and More! instructional material does not align with the CCTC standards for the Hospitality and Tourism Career Cluster and the Restaurants and Food/Beverage Services Career Pathway. The curriculum provides instructional materials that contain a broad overview of the two areas, but does not provide specific examples or allow students to put their new depth of knowledge and skills to use within the workplace.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

The instructional materials align to the career cluster by incorporating customer service skills to meet a variety of customers' needs and identifying different hazards that can be present within the workplace. It does not align to this career cluster in the areas of understanding employee rights and responsibilities and the employer obligations. The instructional materials do not provide students with proper information on what is needed to attain the different career opportunities that are presented. Students are not presented with the ability to fully evaluate the the key components of marketing or the role this career cluster plays within society and the economy.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

The instructional materials provide students with different technological tools that can enhance the food service operations. Students do not have the opportunity to fully practice using their reading, writing, listening, and speaking skills to enhance operations and customer service. There are many scenarios presented around different topics for the Restaurant and Food/Beverage Services Career Pathway, but students are not able to put into practice the skills that are being discussed for specific safety and sanitation procedures, leadership and collaboration, and ethical and legal responsibilities.

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

31%

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:

This material moves from general to specific and addresses objectives that are presented on the front page of each section. However, there are no references to local, state, or national standards in the curriculum.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

The material offers areas for students to engage in projects and explorations throughout. However, there are no opportunities for group work or to work towards advancement in career goals. There are some opportunities for students to bring in personal recipes and interactions with food, but not to interact with food in a cultural way or to learn about others through food.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

Overall, the instructional materials do not provide information for students to fully determine what is needed to develop in their career pathway. There is mention of careers, and of some changes and trends, but there is no specific material that leads to certification. Students do not practice skills in careers outside of cooking.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

There is technology embedded within the curriculum that includes podcasts for students to listen to the material, but there are not embedded opportunities for students to interact with technology relevant to baking careers.

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
40%	68%

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:

Within each unit there are objectives, but they are not clearly marked as language versus content objectives. There are no connected standards found within the curriculum. The instructional materials provide both teacher and student guidance within this e-learning course. There are a variety of features that help students make meaning of the text through podcasts, dictionaries, ability to mark the text, flashcards, and language translations. Teachers are provided with a Pacing Guide and a Blended Learning Guide with differentiation suggestions. However, within the text, there are no accommodations present for students who may be need varying levels of support.

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:

There are both formative and summative assessments within the instructional materials. The formative assessments are embedded within each unit in the form of projects, discussions, and knowledge checks. The summative assessments are found as a midterm multiple choice exam and final multiple choice exam. None of the assessments have any linked or associated standards. While the assessments can be read out loud or translated for those who need it, there is no differentiation or assessment alternative for students who have special needs or are below/above in their studies.

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 instructional materials attempt to relate to culture by asking the students to incorporate their own backgrounds and knowledge on different topics. There are also projects focused around fusion cuisines that represent more than one culture. However, the instructional materials do not provide students with the opportunity to explore or learn from multiple interpretations, perspectives or descriptions of different ethnic, cultural, and linguistic 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 #: 70

Background and experience:

Reviewer 70 has been an educator of mathematics, science and gifted education in Farmington School District for 22 years. She has a bachelor's degree in engineering from Tulane University. She holds two master's degrees from NMSU, one in administration and one in curriculum. She holds a doctorate in school improvement leadership from NorthCentral University. She is a National Board Certified Teacher.

Professional summary of material:

The instructional material Culinary Arts 2: Baking, Pastry and More! is a curriculum that includes lessons, activities, discussion forums, lab activities, and assessments intended for the students to put in practice objectives listed in the curriculum. However, several areas of the curriculum are lacking, such as resources to prepare students for certification or career entry/development in culinary arts, Opportunities to practice employability skills outside of cooking in the workplace, such as working with a group, leadership, communication, and working with clients are missing. There is mention of academic correlation such as pricing for menus, but also a distinct lack of practice in those areas. Although there is mention of culture impacting food, culture is presented as an area where students can discuss or understand cultural and backgrounds on baking.

Reviewer #: #71

Background and experience:

Reviewer 71 has been an educator for 11 years with a bachelor's degree in Elementary Education from University of Missouri - Saint Louis and a master's degree in Educational Administration from Grand Canyon University. Reviewer 71 is a Level 3A Instructional Leader for K-8 Elementary with an endorsement in Family and Consumer Sciences and a Level 3B for Pre K-12 Administrative. Reviewer 71 has worked in Title One schools for all 11 years, with the first 7 years working at the middle school level teaching FACS and AVID in Yuma, AZ and the last 4 years working at both the elementary school and middle school levels teaching 5th grade social studies and language arts and 7th/8th grade FACS and foods in Las Cruces, NM.

Professional summary of material:

The Culinary Arts 2: Baking, Pastries and More! curriculum through e-Dynamic provides students with instructional materials to build their foundational knowledge and skills within this pathway of the culinary arts. Students are given opportunities to move from a broad understanding to more content-specific, dense materials. There are built in supports to assist students who may need accommodations, such as translation services, dictionaries, podcasts of the lesson, in-text read aloud options, and text markup tools. However, there are no accommodations built into each part of the unit to differentiate what is being presented to students for those who may be above-level, below-level, or have an IEP/504. The curriculum is never linked to any state or national standards. There are also no connections within this curriculum to diversity, culture, and specifically New Mexican past and present cultures. The curriculum does not provide students with clear instructional materials on what is required to attain a job within this career pathway. It also does not provide students with a clear understanding of what is required or mandated by the local, state, and national regulations in order to keep the workplace safe and healthy for all individuals.

Reviewer #: 72

Background and experience:

Reviewer 72 has a bachelor's degree in Computer Informatics from the Superior Technological Institute of Monclova, Coahuila, Mexico and a Master's degree in Elementary Education from the University of New Mexico. Reviewer 72 has an endorsement in bilingual education and TESOL. Reviewer 72 has been working for Albuquerque Public Schools for 12 years, with experience working in elementary education, which includes 8 years working for Title I schools and working with families of low socioeconomic status. During those 8 years, Reviewer 72 worked with English Language Learners and diverse programs to help immigrants and minorities' groups. Reviewer 72 is currently working at a bilingual magnet school in the heart of downtown Albuquerque.

Professional summary of material:

The instructional material Culinary Arts 2: Baking, Pastry and More! is a curriculum that includes units with a variety of topics intended to teach students the principles and nature of the food industry. Each unit includes lessons, activities, discussion forums, lab activities, and assessments intended for the students to put in practice each one of the goals and objectives of the curriculum. However, several areas of the curriculum are lacking, such as teaching students about communication with staff members, reinforcing students' academic foundations, having students practice verbal and non-verbal cues in their workplace, and creating materials that engage students in open discussions about their culture and experiences in society and their lives in New Mexico. Additionally, the curriculum does not include formative assessments or adaptations for English Learners, special education students and advanced students. It also does not include enough resources that promote certifications and additional career development in culinary arts.