

**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>	Culinary Arts 1a/1b	<b>Publisher</b>	eDynamic Holdings LP
<b>SE ISBN</b>	9781959433194	<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

66%

**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

54%

**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:*

Culture is discussed briefly in historical context, but does not go in-depth or share details about how certain cultures and ethnicities present in the US are represented through foods and vice-versa. The curriculum mentions that these cuisines will be visible and available but doesn't detail the why behind different cultural foods and methods.

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

Average Score
50%

**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:*

This resource is focused on academic foundations and has few opportunities for hands-on skill development. Material resembles virtual programming created for online learning and does not offer in-person learning or opportunity for students to develop and employ technical skills necessary for success in the service industry. There are no opportunities in the material or teacher resources to physically practice necessary technical skills such as knife skills, safety, sanitation or cooking methods.

**STRAND ALIGNMENT**

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

<b>Strand:</b>	<i>Statements of appraisal and supporting evidence:</i>
Problem Solving and Critical Thinking	While critical thinking opportunities exist, they are basic, rely heavily on prior knowledge, and offer few opportunities for students to practice and demonstrate necessary skills.
Technical Skills	Labs and activities rely heavily on internet research and technology and do not offer hands-on skill development needed to be successful in the service industry.
Employability and Career Development	Topic is discussed foundationally, but offers little to no direction on the steps necessary to complete or develop employability skills or career development tangibles (i.e. resume, portfolio, etc.).
Safety, Health, and Environmental Management	Material does not give specific information on what common safety hazards could be present in the professional kitchen, such as time and temperature abuse or cross-contamination, or give students opportunity to explore and identify these hazards.
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

76%

**OVERALL ALIGNMENT**

**Materials align with the CCTC standards.**

*Statements of appraisal and supporting evidence:*

Many fundamental topics of the industry throughout the materials are discussed peripherally and do not offer students the opportunity to demonstrate, develop, or employ critical skills. For example, potential hazards in the kitchen are discussed, but there is no opportunity for students to identify the most common hazards in a professional kitchen or how to address them. Knife skills and the types of knives are explained, but there are no opportunities for students to hold and use a knife correctly.

**CAREER CLUSTER**

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

*Statements of appraisal and supporting evidence:*

The topics are well laid out and sequenced, and the labs and activities are engaging for students. While many fundamental subjects are mentioned, required detail is not present. Topics such as employee rights and responsibilities, career opportunities, culture, technical resources and career qualifications are marginally covered.

**CAREER PATHWAY(S)**

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

*Statements of appraisal and supporting evidence:*

While many of the important topics are covered, they are not specific or detailed. For example, there is minimal detail regarding the pathogens that lead to foodborne illness, and no recipe preparation to demonstrate technical skill. Assignments, labs and activities present are focused less on technical skill development (i.e. knife skills, safety and sanitation skills, cooking methods and food preparation skills, etc.) than technological skills (i.e. online presentations/slideshows, internet research, video production). The curriculum does not meet all of the Career Ready Practices that are part of the Common Career Technical Core Standards, such as applying appropriate academic and technical skills.

**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
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74%
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**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:*

Materials show proper sequencing of lessons, but articulation is missing in many of the topics required. Most of the readings are basic information. The assignments, labs, and activities focus on technology and knowledge and not the skills (i.e. knife skills, cooking methods, safety/sanitation and resume/portfolio building) that students need to be successful and career-ready.

**FOCUS AREA 2 ENGAGING INSTRUCTION**

**Instructional materials are engaging for students.**

*Statements of appraisal and supporting evidence:*

Labs and activities are engaging but do not allow enhancement of technical skills needed to meet standards. These activities focus on technological research and not skill development. The materials do not contain any recipes. There are no options for students to develop, demonstrate, or employ the skills learned. Materials do not provide hands-on learning experiences that give students an opportunity to refine required skills.

**FOCUS AREA 3 CAREER DEVELOPMENT**

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

*Statements of appraisal and supporting evidence:*

Career development and advancement are discussed, but do not give students the information, direction, or real-world application to make informed decisions about their chosen career path. Career development lessons mention items that are needed, like a resume and portfolio, but there is little detail in the steps required to create them.

**FOCUS AREA 4 TECHNOLOGY**

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

*Statements of appraisal and supporting evidence:*

Industry appropriate technology is discussed, and students are directed to research and analyze benefits of the technology. However, they are not given the opportunity to utilize and understand the technology used in a professional kitchen. Point of Sale systems are briefly mentioned and students are directed to research the benefits, but there is no opportunity for students to practice utilizing this system.

**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
54%	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:*

Standards are not mentioned or listed anywhere within the materials. Mini-projects suggested are technology focused rather than technical skill focused and do not allow students opportunities for skill development. Student resources, however, are very detailed and descriptive and include topics such as how to be successful in an online course, the course syllabus, technological tools needed, course bibliography and course vocabulary/glossary.

**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 a variety of assessments available, but they do not allow for industry skill development outside of technological skills. Assessments requiring hands-on practice are missing from the materials.

**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:*

Culture is discussed briefly in historical context, but does not go in-depth or share details about how certain cultures and ethnicities present in the US are represented through foods and vice-versa. The curriculum mentions that these cuisines will be visible and available but doesn't detail the why behind different cultural foods and methods.

**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 #: 49

*Background and experience:*

I am currently a Level II teacher in the State of New Mexico, teaching grades 9-12 in Culinary Arts. I am a dual credit instructor through Eastern New Mexico University. I have over 35 years experience in the Culinary/Restaurant Industry. I hold Associate's degrees in Culinary Arts, Event Management, Restaurant Management and Hospitality Management. I also hold a certificate in Bar/Beverage Management. My Bachelor's degree is in Secondary Education. I have an Executive Master's in Hospitality Administration from UNLV and a Master of Arts in Curriculum and Instruction from Grand Canyon University. I have 10 years of teaching experience in Hospitality Administration at both secondary and post-secondary levels.

*Professional summary of material:*

The materials presented for review would be an excellent supplemental resource, or as a beginning point for a new teacher, but they do not meet the standards and benchmarks of New Mexico as a stand-alone curriculum. While much of the material meets portions of the standards, the vital hands-on skill development is missing. A large portion of the information covered is done at the basic level and needs more detail in order to prepare students for a career in the culinary industry. A new teacher could take this and build on it to implement more hands-on tasks like knife skills, cooking methods, and safety/sanitation, but many of the lessons only scratch the surface of what is needed for the student to be truly successful in the industry. Lessons presented are sparse in detail, such as missing specific information on the pathogens that lead to foodborne illness and how to prevent them. These materials would prepare students for the collegiate aspect of CTE, but would not leave them ready to step into a career in the industry out of high school.

Reviewer #: 50

*Background and experience:*

My college degree is a Bachelor of Science in Home Economics, received in 1991 at New Mexico State University. I obtained my alternative license in CTE - Family & Consumer Sciences (FACS). I am a level II teacher with 18 years of experience teaching CTE. I have 11 years as a Hospitality instructor at the high school level. I also have experience as a FACS teacher at the Middle School level, teaching human development, culinary, and sewing to 6th - 8th graders.

*Professional summary of material:*

This material is both comprehensive and limited. This material addresses many of the standards for CTE, as well as the CCTC standards, but in most instances, the material does not direct the students to practice the skills they are learning. Such examples include... While the text could be utilized by teachers, the teacher would have to come up with the different activities of an in-person class. The text does not reference the different content standards, so the teacher would have to make those connections as well. I would recommend this material as a supplement for the classroom, because much of the information is well written and sequenced properly. I do not recommend it for CTE Culinary Arts as a stand-alone core text because of the lack of student demonstration of understanding.

Reviewer #: 51

*Background and experience:*

I have been teaching for four years as a Level II culinary arts teacher. I attended New England Culinary Institute and have over 10 years of chef experience with a dual credit ServSafe instructor and Master's of English from Eastern New Mexico University.

*Professional summary of material:*

The material would make a useful supplemental resource for new teachers or in a virtual learning setting. The resource lacks the hands-on skill building that is essential for a culinary arts program. The material is neatly organized and aesthetically pleasing. Overall, the material has a good start but could be improved before it would be viable as a full curriculum.