

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	Dental Assistant 1a/1b one year student license	Publisher	eDynamic Holdings LP
SE ISBN	9781959433200	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

80%

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

100%

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 represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives. Culturally and linguistically diverse backgrounds are included in the scenarios and history provided on the dental assistant field. For example, the first black, female and Native American dentists are described as well as the inclusion of information on how to use strategies to communicate effectively with individuals from culturally and linguistically diverse backgrounds. The critical thinking questions, discussion questions, activities, and case studies include prompts that ask students to analyze scenarios from the perspective of patients, dentists, dental assistants, and others in the dental setting as well as those from differing backgrounds, varying ages, genders, those with disabilities, etc. Critical thinking questions are included within each unit of the material. References to Native Americans and individuals who speak languages other than English are made within the scenarios, which make up cultures present in New Mexico both in the past and present. The material includes perspectives from both male and females and how their acceptance in the field of dentistry varied. Black and Native American contributions to the field are also included.

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

Average Score
65%

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 material allows students to achieve some of the academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities common to all career clusters. Students demonstrate knowledge and skills of language arts and science. However, it does not give students the opportunity to enhance their mathematical skills such as analytical and problem solving skills. Students use oral and written communication skills in creating, expressing and interpreting information and ideas, including technical terminology relevant to the dental field. They locate, organize and reference written information from various sources to compile and prepare oral and written communications in the form of slideshows, discussion posts, essays, and various projects. Students are given real-world scenarios within each unit that allow them to evaluate and verify appropriate solutions to dental situations that would be common for dental assistants to handle. Even with these strengths, the instructional material on dental assistance does not include evidence of several standards, including using personal information management applications to increase workplace efficiency, employing database applications for data management, using computer-based equipment to control devices, recognizing and utilizing information technology tools within a designated career pathway, understanding installation and operating manuals, describing business organizations, identifying workplace/jobsite environmental hazards, employing emergency procedures and response techniques, utilizing mentoring skills, applying knowledge of copyright laws to business situations, and understanding the principles of an entrepreneurial organization.

STRAND ALIGNMENT

Materials align with specific CTE content strands. (Optional)

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Academic Foundations	The materials align with Strand 1 Academic Foundations as seen in multiple sections of reading material for students. Students use academic knowledge and skills to pursue a full range of career and postsecondary education opportunities common to all career clusters. In one activity the training, education, and certification requirements for a dental assistant are researched. Students also demonstrate knowledge and skills of mathematics by completing teeth numbering, simple calculations for patient vital signs, and angles of teeth for common dental procedures. Students demonstrate knowledge and skills of science by reviewing anatomy and physiology of multiple body systems (cardiovascular, digestive, etc.), simple chemistry, and biology. Students demonstrate knowledge and skills of language arts by completing multiple activities and assignments (essays, discussions, scripts, flashcards, and manuals).
Technical Skills	The instructional materials align with Strand 10: Technical skills. The materials provide opportunities for students to employ information management techniques and strategies in the workplace for decision-making purposes. Examples include proposing slogans for dental products and identifying missed steps in dental procedures. Moreover, students gain an understanding of technical skill requirements within the dental field, particularly in areas like periodontitis assessment and efficient industry management. They also develop criteria for identifying technical skills needed to address industry challenges, such as resolving patient information input issues.
Safety, Health, and Environmental Management	The material does not align with Strand 6: Safety, Health and Environmental Management. There is no reference to personal and jobsite safety rules and regulations within the curriculum. Emergency procedures for accidents are not discussed nor is creating a disaster or emergency response plan. Students are educated on lawsuits and grievances that can be filed for malpractice but are not given knowledge on employee rights and responsibilities.
Choose CTE Content Strand (optional)	

Choose CTE Content Strand (optional)	
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CCTC Standards Review - Materials are reviewed for alignment with the state adopted Common Career Technical Core Career Cluster and Career Pathway standards.

Average Score

79%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

The materials partially align with the CCTC standards overall as seen in the Health Sciences Career Cluster. The materials do show an alignment to the standards by including academic subject matter pertinent to dental assisting such as anatomy and physiology of the human body, a health workers role in the healthcare system, existing and potential hazards in the healthcare workplace, and legal and ethical responsibilities of actions within the healthcare workplace. Students also evaluate and participate in dental assistant scenarios. At the start of the course, students create a digital portfolio and add more information as they learn about the specifics of dental assisting (reading patient charts, evaluating various dental scenarios and/or disorders). Students also review and evaluate various ethical and legal responsibilities of a dental assistant. The materials do not align with the CCTC standards including a reference to a team approach to patient care. The materials do not include explicit content and activities that highlight collaborative practices and interprofessional communication among healthcare professionals (dentists, dental assistants, and dental hygienists).

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

The materials align with the Health Sciences Career Cluster as seen in multiple forms of material and assignments for students to complete. The materials explain the dental assistant's role in the healthcare system as well as their responsibility to promoting quality health care. Students begin the course by learning how to take patient vitals, how to complete intake paperwork, and patient history. They also complete a training manual for sterilizing equipment, setting up a dental tray, the correct numbering of teeth and the three systems of each.

CAREER PATHWAY(s)

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

Statements of appraisal and supporting evidence:

The materials partially align to the therapeutic services career pathway. They utilize communication strategies for dental assistant conversations with patients by scripting and filming student's practice patient interactions. They also have students analyze patient conditions by reviewing scenarios and deciding what a patient's treatment plan would be. The material does not include practice with communicating amongst the dental team or address protocols for reporting out a patient's treatment to the rest of the team.

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
84%

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 instructional materials include clear sequencing and articulation for students to become educated in the dental assistant career pathway. The material references the dental assistant's role and how to effectively communicate with patients. The materials progress from one level of education to the next, non-duplicatively, by transitioning from first semester module 1a to second semester's 1b as well as referencing further courses students could enroll in in the companion course section. The materials begin with broad, foundational information about human anatomy and progress to specific knowledge a dental hygienist would need in order to use specific tools in the dental field.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

The instructional materials are engaging for students due to their project-based and inquiry-based nature. Students are able to organize patient charts, make recordings of themselves practicing taking patient medical histories, and review scenarios of various patient encounters they may experience on the job. The materials also include activities that allow students to make brochures, training guides, and visual displays to assist them with memorizing teeth placement in the mouth, how to setup a dental tray, and the various roles of other members of a dental team and speciality areas in dentistry.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

The instructional materials include career development information for students. Students create a digital portfolio that they add to throughout the course, in which they roleplay different scenarios that they would encounter in the field of dental assisting. At the completion of the course, the students should be prepared with a completed portfolio that can be used in employment interviews as well as for studying for the career certifications exams. Descriptions of what academic credentials are needed to enter this field as well as preparation for attaining them is included within the curriculum. Students are introduced to relevant equipment and material that dental assistants will need to use on the job, such as blood pressure equipment, dental tools, and laboratory equipment.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

The materials include partial opportunities for students to use industry appropriate technology. Throughout this curriculum, students are given the opportunity to practice using word processing software to create such dental assisting materials as categorization systems, visual guides, pamphlets, checklists and practice inputting medical records. However, students are not given the chance to physically try out using technology appropriate for the field, such as dental equipment and other current technologies, nor does the course give information about future technology trends in the industry of dentistry or medical science.

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
100%	93%

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:

The instructional materials provide multiple teacher resources to support planning and multiple supports for all students. A pacing guide is included in the teaching material. However, it does not reference CTE standards. It does provide the instructional time needed for each lesson and unit. The students are also provided with a syllabus that lists the lessons, units and assignments. Digital assessments are included within each unit in the form of multiple choice quizzes. A translation tool as well as a picture dictionary is embedded within the whole curriculum. A podcast is also included in each unit for those that prefer audio. Vocabulary flashcards and multiple discussion posts help ELs to practice their English language development skills.

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 instructional materials offer a variety of assessment resources and tools to collect ongoing data about student progress though they do not clearly define which standards are being addressed through content and language objectives. The instructional materials include knowledge check questions, critical thinking questions, discussion questions and activities in each unit. It also includes unit quizzes as well as midterms and final exams that align to the strands of the standards. The instructional materials include alternatives to assessments for ELs, special needs and advanced students. They include a toolbar that allows ELs and special needs students to be accommodated when taking the built-in assessments. Assessments can be printed out when needed, answer choices can be eliminated, and alternative assignments can be chosen and assigned to specific students as well.

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:

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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 #: 37

Background and experience:

I have been teaching for 16 years spanning grade levels Pre K through 8th in both New Mexico and Florida. I've earned a bachelor's degree and master's degree in elementary education and hold a level III New Mexico teacher licensure with a TESOL endorsement. I am National Board Certified in Early/Middle Childhood Literacy. Currently, I am teaching 5th grade to a diverse population in a public, Title 1 School. I've taught within my district's multiple CCMR (College, Career, Military Ready) pathways of study beginning at the elementary level with the inclusion of foundational skills and knowledge in STEM and career technical focuses as well as introductory courses in electives and core offerings at the middle school level in areas such as computer science and biomedical science, and STEM, as well as other areas of the scientific field through sponsoring the middle school's MESA club.

Professional summary of material:

I recommend these materials with reservations for the state of New Mexico. eDynamic Dental Assistant's curriculum has a strong project-based, inquiry-based focus that allows for great engagement with students. The material is presented in an easy to navigate online format that makes the curriculum easily approachable for both students and teachers. Instructors have the ability to make changes to the assignments and assessments to best meet the needs of their individual students. ELL students and those with varying learning needs will find the materials' toolbar allows for multiple means of information delivery. Translation tools, picture dictionaries, and text-to-speech abilities are some of the many accommodations embedded within the materials. The curriculum gives students a solid foundation in both the scientific, medical terminology needed to fully complete the duties of a dental assistant as well as the employability skills needed to be successful in this career field. What the material does not include, however, is a focus on the teamwork approach to healthcare. Students do not receive the necessary information about how the dental assistant fits into the whole picture of the dental team. Students are also not provided with a solid understanding of the importance of health, safety, and environmental management to the field of dentistry. The material's pacing guide does not lay out for the teacher when and how each unit meets each of the CTE standards. This requires the teacher to put in the work to align each of the standards to the units that are taught and assessed and verify that all of the necessary standards are being met.

Reviewer #: 38

Background and experience:

I hold an MA in Secondary Education Integration of Technology and a BA in Secondary Education in Science. I am a Level III teacher with an endorsement in Science and a Vocational License for medical pathways. I have taught Integrated Science, Biology, Honors Biology, Principles of Biomedical Science, Medical Terminology, and Health Care Occupations II at the high school level for 10 years.

Professional summary of material:

I recommend these materials with reservations for use in the state of New Mexico. The eDynamic Holdings LP for Dental Assistant is an online curriculum that is easy to navigate and even easier to adjust for diverse student groups and multiple classroom formats. The planning guides available for teachers are easy to maneuver and would be extremely helpful for new teachers. The materials do not address the standards for the pathway. The units are labeled by week, lesson, and unit components. There is also a separate section for each of the learning guides to assist in modifying the curriculum based on student needs. There is a getting started guide for students, which includes many resources to ensure students are successful in the course. An important aspect of the curriculum is the multiple ways students look into different perspectives by completing a range of assignments, knowledge checks, discussion questions, essays, presentations, critical thinking questions, and portfolios. The material lacks the integration of a team approach to healthcare. In addition to teaching the science of the material (biology, anatomy and physiology, chemistry, etc.), the course gradually progresses to the field of dentistry and builds on content knowledge and skills to include interpersonal and employability skills.

Reviewer #: 39

Background and experience:

I've been a science teacher for 12 years spanning from 6th graders to college students in both the Philippines and New Mexico. I've handled classes in Physics, Chemistry, Earth and Life Science, Research and Journalism. I have a bachelor's degree in Secondary Education major in Biology and MA in Science Education and currently working on my PhD in the same field. I hold a level III New Mexico licensure with Science Endorsement and am working at an alternative school in New Mexico and working as a middle school Science teacher.

Professional summary of material:

I recommend these materials with reservations for use in the state of New Mexico. The instructional materials for Dental Assistant provide a comprehensive and organized approach to teaching the subject. The materials include a clear list of lessons, a teacher pacing guide, teaching guides, and suggested answers for critical thinking questions. Flashcards and a separate course vocabulary aid in understanding important concepts. The curriculum also incorporates language learning tools, such as a translation tool, picture dictionary, read-aloud, highlighting, note-taking, and dictionary lookup features. The materials support English Learners through scaffolded assessments and culturally relevant content, while extension activities and differentiated assessments accommodate advanced and special needs students. The inclusion of discussions on diversity and the contributions of Native Americans promotes an inclusive learning environment. The translation tool enhances cultural appreciation and linguistic accessibility. Critical thinking questions and scenarios encourage students to consider multiple perspectives and foster empathy and inclusivity in patient care. The materials also incorporate diverse perspectives on gender and acknowledge the contributions of Black and Native American individuals in the field of dentistry. Assessments are diverse and encompass quizzes, critical thinking questions, and discussions. However, clearer alignment with specific standards is needed in the material. The material does not show specific standards for the user to be aware of. Furthermore, the material shows minimal opportunity on collaboration with peers and teamwork that is needed in the related career.