

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	Hospitality and Tourism: Travelling the Globe	Publisher	eDynamic Holdings LP
SE ISBN	9781737161486	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

63%

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

66%

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:

Materials include various discussions, labs and activities that require students to consider their personal culture, background, friends, family and community as well as how different cultures influence changes and career progression in the industry. A variety of tools and resources are available, but do not allow the student to demonstrate understanding of multiple cultural and ethnic perspectives and discussion on the diversity of culture is limited.

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

Average Score
44%

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:

While there is partial alignment to the CTE standards, the materials are missing critical development and demonstration of technical skills, safety, health and environmental management, leadership/teamwork, and professional ethics.

STRAND ALIGNMENT

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

Strand:	<i>Statements of appraisal and supporting evidence:</i>
Academic Foundations	Academic knowledge is broad and fundamental. Skill development is absent in the text, which is focused on language arts in the activities and assignments. Science and mathematical skills are discussed, but not adequately developed.
Communications	Communication skills are discussed and identified, but skill development and demonstration of understanding are minimal. Assignments and activities focus on technology usage and do not build on business and organizational communication skills.
Problem Solving and Critical Thinking	Critical thinking skills are utilized through a series of questions attached to each unit, but questions can be unclear and don't utilize problem-solving methods to determine solutions.
Information Technology Applications	Assignments utilize technological tools, but industry-specific technological equipment is not used to prepare students for career or post-secondary education. Use of personal information management, spreadsheet and database applications is not present.
Systems	Systems information is detailed but skill development and demonstration of understanding is minimal. Quality control systems, organizational systems and government regulations are covered in the material, but offer students few opportunities to develop technical skills or demonstrate understanding of components required in the standards.

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

Average Score

56%

OVERALL ALIGNMENT

Materials align with the CCTC standards.

Statements of appraisal and supporting evidence:

The CCTC standards are partially covered in the material, but information regarding employee rights and responsibilities, employer obligations, and government regulations is broad and does not give students opportunity for skill development and demonstration of knowledge.

CAREER CLUSTER

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

Statements of appraisal and supporting evidence:

Students are able to read information required by the HT cluster standards, but are not offered opportunities to show skill development or demonstration of knowledge. Required techniques in the Travel & Tourism cluster (i.e. time conversion, cost calculation, etc.) are mentioned but not addressed for understanding.

CAREER PATHWAY(S)

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

Statements of appraisal and supporting evidence:

Material does not fully develop career pathway standards and expectations for an effective CTE program. Students are given basic information, but are not provided the opportunity to develop or demonstrate technical skills required to be successful in the industry.

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

82%

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:

Instructional materials are well-sequenced, incorporating academic and technical knowledge, and building from foundational knowledge that progresses in specificity; the standards themselves are not referenced. Topics such as employability skills and career development are discussed.

FOCUS AREA 2 ENGAGING INSTRUCTION

Instructional materials are engaging for students.

Statements of appraisal and supporting evidence:

Materials utilize a variety of learning approaches (inquiry-based, challenge-based) but do not offer students many opportunities to develop technical skills (i.e. using a POS system or demonstrating housekeeping skills). Material incorporates coordinated, sequenced information, but does not support student career planning and decision making.

FOCUS AREA 3 CAREER DEVELOPMENT

Instructional materials provide career development information for students.

Statements of appraisal and supporting evidence:

Materials provide information on continued education, training, and certification, but do not include detail for students to use in obtaining and maintaining employment. Cross-disciplinary collaboration is not evident in the materials as science and mathematics are briefly mentioned but not developed. Technology is used in general, but the curriculum does not offer training in industry-specific technology and equipment.

FOCUS AREA 4 TECHNOLOGY

Instructional materials incorporate opportunities to use industry appropriate technology.

Statements of appraisal and supporting evidence:

While technology is utilized throughout the materials, and industry-specific technology is discussed, there are minimal opportunities for students to develop technical skills using current equipment or to evaluate and identify current and future trends.

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
66%	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:

This curriculum is digital and offers opportunities through lessons and activities for students to use a variety of digital resources (i.e. presentation software, video recording equipment, audio recording equipment, etc.). An interactive glossary of terms and navigation tools are also present. However, while a list of lessons exists in the teacher resources and in the syllabus provided to students, standards are not present. General timing is given (i.e. complete one unit every two weeks) but pacing is unit based and does not estimate instructional time per lesson.

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:

Materials provide a variety of formative and summative assessments, but not all strands of the standards are covered. For example, many of the standards and benchmarks require a demonstration of a technical skill in addition to academic knowledge. Through the assignments, activities, and labs there is demonstration of academic knowledge, but not demonstration of technical skill (i.e. using a point of sale system or hotel booking system). Assessment alternatives are present but are general in nature and not specific to English learners, culturally and linguistically diverse populations, or students with special needs.

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:

Materials include various discussions, labs and activities that require students to consider their personal culture, background, friends, family and community as well as how different cultures influence changes and career progression in the industry. A variety of tools and resources are available, but do not allow the student to demonstrate understanding of multiple cultural and ethnic perspectives and discussion on the diversity of culture is limited.

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 with the State of New Mexico and 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 teaching experience in Hospitality Administration at both secondary and post-secondary levels. I am currently a Certified ServSafe Instructor/Proctor and have been for 10 years.

Professional summary of material:

The instructional materials would be appropriate to use as a supplemental resource, but 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 technical skill development is missing. A large portion of the information covered is done at the basic level and would require more detail in order to fully prepare students for post-secondary education or a career in the hospitality industry. Due to the basic level of the information presented in the materials, the resource is limited in its ability to accurately assess student demonstration of the standards and skills.

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. The resource does not take students through a pathway with opportunities to do the things they are learning. 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. While the text could be utilized by teachers, the teacher would have to come up with the different activities for an in-person class. The text does not reference the different content standards; 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 properly sequenced. I do not recommend it for CTE Hospitality and Tourism 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:

This material would make a useful supplemental source for new teachers or in a virtual learning setting. The material does not include the hands-on skill building that is essential for a comprehensive hospitality and tourism program. Students are not given the opportunity to demonstrate skills learned in customer service. The material is neatly organized and aesthetically pleasing. Overall, the material offers a solid introduction to this topic but needs additional practice opportunities for it to a viable core curriculum.