

**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>	Hotel Management 1a/1b	<b>Publisher</b>	eDynamic Holdings LP
<b>SE ISBN</b>	9781959433262	<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

91%

**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:*

Group projects and blended learning techniques provide evidence of culturally and linguistically responsive pedagogy. Blended learning support strategies demonstrate evidence of cultural diversity resources in material. Critical thinking questions and reflection questions in the material foster student discussions, debates and dialogue. Critical thinking questions, projects, activities and discussions in the material foster student dialogue and reflection on their culture and community.

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

Average Score
72%

**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 material contains evidence of science in sustainability and energy efficiency. Lessons and activities also contain evidence of language arts. The material contains activities that require research and information management skills. The material contains description of math skills in formulas sections; however, no evidence is found of student opportunities to use knowledge and skills. Critical thinking questions and leadership theories contain evidence of multiple reading and communication strategies. Furthermore, critical thinking questions allow students to locate and reference information. The material contains evidence of chart description; however, the material lacks opportunities for students to develop charts. The material contains evidence of problem solving and types of complaints descriptions; however, the material lacks opportunities for students to employ critical thinking to resolve real world conflict. The material contains evidence of internet applications and questions relating to technology tools. The material also contains state and federal law regulation and policy. The material contains descriptions of quality controls and evidence of hospitality and tourism's effect on a global context; however, the material lacks opportunities for students to implement such systems. Descriptions of job safety rules and safety rules are contained in the material, but there are no opportunities for students to implement such rules and regulations. The material contains descriptions of team building types and communication techniques, but does not provide opportunities for students to employ teamwork skills. The material contains descriptions of hiring practices and workers compensation, but no opportunities for students to apply laws to personal situations. The material contains descriptions of appearance etiquette and critical thinking questions provide opportunities for students to demonstrate acceptable work habits. Critical thinking questions reference information technology tools that are required to run the industry efficiently. Furthermore, discussions throughout the material foster reflection on the Hospitality and Tourism industry.

**STRAND ALIGNMENT**

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

<b>Strand:</b>	<i>Statements of appraisal and supporting evidence:</i>
Choose CTE Content Strand (optional)	
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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
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98%
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**OVERALL ALIGNMENT**

**Materials align with the CCTC standards.**

*Statements of appraisal and supporting evidence:*

The material provides students content, activities, projects and reflective critical thinking discussion that align with career cluster and pathway standards. The material has career readiness content in the form of employee readiness skill activities and projects. The material contains regulation and law policy content and activities as well as emergency policies and procedures.

**CAREER CLUSTER**

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

*Statements of appraisal and supporting evidence:*

The material contains evidence of critical thinking skills through questions on hotel management. The material contains reflection questions on presentation development and critique. The material contains evidence of hotel manager employment opportunities and economic impact of the Hospitality and Tourism cluster.

**CAREER PATHWAY(S)**

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

*Statements of appraisal and supporting evidence:*

The material was reviewed for alignment with the Lodging Career Pathway. The material contains evidence of departmental employee roles and a description of the organizational structure of a hotel. The material contains video assignments that allow students to understand and present guest safety protocol. The material contains descriptions of organizational structure.

**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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97%
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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:*

Material has unit sequence and activities to develop technical and academic skills needed for employment. Activities in material are broken down into steps that progress with foundational knowledge through critical thinking exercises and various activities. Reflection questions on activity one are non duplicative and vertically aligned.

**FOCUS AREA 2 ENGAGING INSTRUCTION**

**Instructional materials are engaging for students.**

*Statements of appraisal and supporting evidence:*

The material contains activities that require reflection and critical thinking into a project-based learning that is presented to class. The materials contain activities that have reflections which foster career decision making.

**FOCUS AREA 3 CAREER DEVELOPMENT**

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

*Statements of appraisal and supporting evidence:*

The material contains activities that have use of academic skills like research strategies to develop career pathway presentations. Activities require students to use relevant material to develop presentations. A description of regulatory policy and CPR preparation are contained in the material, but the material lacks opportunities for students to take actual certification exams.

**FOCUS AREA 4 TECHNOLOGY**

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

*Statements of appraisal and supporting evidence:*

The material enables students to utilize technology to increase productivity. Student activities in the materials allow students to use word processing, spreadsheets and slide show software to solve and achieve workplace tasks. The material contains interactive tools and technology driven projects.

**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%	96%

**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 material contains a Pacing Guide document in the Teacher Resource folder that has lessons and pacing guides. Pacing guides provide the teacher with time allotment for each lesson. The online nature of the material provides digital learning opportunities for students. Materials have multiple visual aids and interactive supports that foster student engagement. The material contains a Blended Learning Guide, which provides multiple differentiation and scaffolding strategies for English Learners and special student populations.

**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 material contains activities, exams, projects and critical thinking questions, providing students multiple assessment methods. The material contains multiple formative and summative assessments; however, these assessments do not mention alignment to specific standards. The Blended Learning Guide provides multiple assessment differentiation strategies for English Language Learners (ELL), advanced students, and 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:*

Group projects and blended learning techniques provide evidence of culturally and linguistically responsive pedagogy. Blended learning support strategies demonstrate evidence of cultural diversity resources in material. Critical thinking questions and reflection questions in the material foster student discussions, debates and dialogue. Critical thinking questions, projects, activities and discussions in the material foster student dialogue and reflection on their culture and community.

**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 #: Reviewer 64

*Background and experience:*

The reviewer has 20 years of teaching experience and holds a level III New Mexico teaching certification with endorsements in Technology Education, Vocational Arts, Art and Visual Arts. The reviewer's education includes a Master's of Science in Science Teaching (MST) and supporting field in Computer Science (CS) from New Mexico Institute of Mining and Technology; a Bachelor's of Science in Engineering Technology (ET), and supporting field in Computer Information Systems (CIS); Associate's of Art; and ROTC Commission United States Army from New Mexico Military Institute. The reviewer has taught courses including Wood Shop and Carpentry, Digital Art and Film, Digital Media, Video Production, Graphic Design, Web Design, Computer Concepts, Computer Programming, and Auto Technology.

*Professional summary of material:*

The eDynamic Hotel Management material is a digital environment course offering students a CTE pathway to a career in Hotel Management. The course is put together in a form offering students an interactive internet and electronic learning experience. Materials cover a one year course with materials provided for two semesters. CTE standards for this material are evident and are aligned throughout the course content. Standards and benchmarks are recognized in more than one location throughout the material. The materials offer course work for the student online with resources available to the instructor for preparation in the classroom as well as online. Teacher resources also offer pacing presentation guides that suggest strategies in time allotments and alternative lesson structures for diverse individual populations who may have linguistic or special need challenges. The materials develop a progressive learning across multi-discipline areas of core standards. Hotel management learning is structured through the use of information and data content throughout the content of the lessons, with extensive activities in each lesson, extensive critical thinking and problem solving questions, and student discussions available throughout the content.

Reviewer #: 65

*Background and experience:*

The reviewer has an Associate's degree in automotive technology from San Juan College ASEP program, eight years of automotive service experience as a Service Technician at Bravo Chevrolet Cadillac, a Bachelor's degree in Pedagogy from UNAM University in Mexico City as well as continuing graduate studies in UTEP Philosophy department. The reviewer has sixteen years teaching experience at a high school automotive program.

*Professional summary of material:*

The material is an online text covering the Hotel and Tourism pathway. The material provides differentiated content in the form of text, videos, diagrams, PowerPoint presentations and interactive tools. The content is sequenced in a manner that facilitates student understanding and application of skills via activities, projects, discussions and reflections. A pacing guide with time allotments and lesson sequence is provided in the teacher resource folder. Also provided is a blended learning support document that provides support mechanisms for English Learners and special student populations. The content is industry driven, relevant, and up to date. Certification guidance and preparation is provided; however, no opportunity to take an actual certification exam is provided.

Reviewer #: 66

*Background and experience:*

The reviewer holds a Bachelor's degree in Secondary Education in Mathematics and a Master of Science for Teaching Degree. The reviewer holds a level III educators license with endorsement in Mathematics, Science, and Technology Education. The reviewer has been a teacher for 14 years and has previously participated in reviewing textbook material for NMPED.

*Professional summary of material:*

**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.*

The material is a well-designed resource for students pursuing pathways in hotel management. The online resources are divided into two sections: Hotel Management 1a: Introduction and Hotel Management 1b: Exploring the Industry. The materials are available and accessible digitally for teachers and students and include a list of the lessons in each unit. It has a pacing guide for teachers, offering suggestions on presenting eDynamic Learning courses with student-directed instruction and teacher facilitation. Additionally, the course materials move in-depth to deepen students' knowledge and skills, starting with a general description of lessons through numerous activities and critical thinking exercises. Furthermore, the materials provide information relevant to the hotel and tourism industries. It provides up-to-date information and a range of technological applications. It also emphasizes the connection between technical and academic skills and knowledge through cross-content collaboration. Overall, the eDynamic material encourages students to use critical thinking skills through project-based learning, making it a useful resource for those pursuing careers in hotel and tourism industry.