Dental Assisting Evaluation Tool

2020 Curricular Materials Review

Idaho Health Professions and Public Safety (HPPS) Dental Assisting Program Standards[[1]](#footnote-1)

**Publisher information**

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* Title:
* Grade Level:
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# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard DNTL.1.0: Dental Professions

### Performance Standard DNTL.1.1 Introduction to the Dental Field

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.1.1.1 List members of the dental team and describe their role. |  |
| CTE DNTL.1.1.2 Describe the dental specialties and related procedures. |  |
| CTE DNTL.1.1.3 List and describe the dental assisting credentials. |  |
| CTE DNTL.1.1.4 Explore dental professional organizations. |  |

## Standard DNTL.2.0: Law and Ethics

### Performance Standard DNTL.2.1 Professional Organizations

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.2.1.1 Encourage participation in dental professional organizations. |  |
| CTE DNTL.2.1.2 Demonstrate an understanding of a professional code of conduct. |  |

### Performance Standard DNTL.2.2 State Dental Practice Act

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.2.2.1 Demonstrate an understanding of Rule 19.01.01.035 in Idaho Administrative Procedures Act (IDAPA). |  |
| CTE DNTL.2.2.2 Demonstrate an understanding of Idaho Code, Title 54, Chapter 9 (specifically, 54‐903). |  |

### Performance Standard DNTL.2.3 Ethics in dental assisting

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.2.3.1 Demonstrate professional and ethical expectations. |  |

### Performance Standard DNTL.2.4 Risk Management

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.2.4.1 Demonstrate understanding and handling of the patient records. |  |
| CTE DNTL.2.4.2 Demonstrate the significance of the medical and dental health record. |  |
| CTE DNTL.2.4.3 Demonstrate an understanding of Health Insurance Portability and Accountability Act (HIPAA) regulations. |  |
| CTE DNTL.2.4.4 Demonstrate office compliance in regards to OSHA and CDC guidelines. |  |
| CTE DNTL.2.4.5 Demonstrate the necessity for appropriate consent for or refusal of dental treatment. |  |
| CTE DNTL.2.4.6 Demonstrate appropriate language/actions necessary for precautionary measures in the prevention of legal or board action against dental personnel. |  |
| CTE DNTL.2.4.7 Demonstrate process of due care for dental health care personnel. |  |

## Standard DNTL.3.0: Nutrition

### Performance Standard DNTL.3.1 Nutrition

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.3.1.1 Identify cariogenic foods |  |
| CTE DNTL.3.1.2 List the components of a dietary analysis. |  |
| CTE DNTL.3.1.3 Describe eating disorders and how they relate to oral health. |  |

## Standard DNTL.4.0: Infection Control

### Performance Standard DNTL.4.1 Patient and Dental Healthcare Worker Education

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.4.1.1 Demonstrate an understanding of infectious diseases and mode of transmission. |  |
| CTE DNTL.4.1.2 Demonstrate an understanding of the chain of infection and the consequences to patient, self, family and community. |  |
| CTE DNTL.4.1.3 Demonstrate an understanding of the need for immunizations for self and patient to prevent spread of infectious diseases. |  |

### Performance Standard DNTL.4.2 Precautions and the Prevention of Disease Transmission

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.4.2.1 Manage infection and hazard control protocol consistent with CDC guidelines. |  |
| CTE DNTL.4.2.2 Demonstrate proper PPE usage. |  |
| CTE DNTL.4.2.3 Demonstrate proper hand hygiene. |  |
| CTE DNTL.4.2.4 Demonstrate protocols for single‐use disposables. |  |
| CTE DNTL.4.2.5 Demonstrate barrier techniques. |  |
| CTE DNTL.4.2.6 Demonstrate proper sterilization and disinfection techniques of instruments and equipment. |  |
| CTE DNTL.4.2.7 Demonstrate sterilization monitoring protocols and spore testing. |  |
| CTE DNTL.4.2.8 Demonstrate proper water lines disinfections and biofilm management. |  |
| CTE DNTL.4.2.9 Demonstrate proper disposal of biohazards and sharps. |  |

### Performance Standard DNTL.4.3 Occupational Safety

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.4.3.1 Demonstrate proper use and preparation of chemical agents according to manufacturer’s instructions. |  |
| CTE DNTL.4.3.2 Demonstrate an understanding of OSHA Blood borne Pathogens Standards. |  |
| CTE DNTL.4.3.3 Demonstrate engineering and work practice controls. |  |
| CTE DNTL.4.3.4 Demonstrate regulations described in the OSHA Hazard Communication Standard. |  |
| CTE DNTL.4.3.5 Demonstrate an understanding of safety data sheet (SDS). |  |
| CTE DNTL.4.3.6 Demonstrate appropriate first aid procedures, documentation and reporting of all incidents. |  |
| CTE DNTL.4.3.7 Demonstrate an understanding of all safety measures for chemical and physical hazards. |  |
| CTE DNTL.4.3.8 Demonstrate an understanding of how to maintain and document a quality assurance program for infection control and safety. |  |

## Standard DNTL.5.0: Anatomy and Pathology

### Performance Standard DNTL.5.1 Head and Neck Anatomy

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.5.1.1 Describe major bones, muscles, and nerves of the head and neck. |  |

### Performance Standard DNTL.5.2 Oral Anatomy

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.5.2.1 Describe the soft and hard tissues of the oral cavity. |  |

### Performance Standard DNTL.5.3 Primary and Permanent Dental Anatomy

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.5.3.1 Demonstrate the three numbering systems. |  |
| CTE DNTL.5.3.2 Identify the five surfaces of a tooth. |  |
| CTE DNTL.5.3.3 Identify the characteristics of teeth. |  |

### Performance Standard DNTL.5.4 Oral Pathology

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.5.4.1 Identify stages of dental caries. |  |
| CTE DNTL.5.4.2 Identify stages of periodontal disease. |  |
| CTE DNTL.5.4.3 Identify anomalies of the oral cavity. |  |

## Standard DNTL.6.0: Office Operations

### Performance Standard DNTL.6.1 Patient Relations

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.6.1.1 Demonstrate understanding of patient reception. |  |
| CTE DNTL.6.1.2 Demonstrate effective patient communication skills. |  |
| CTE DNTL.6.1.3 Proper use of dental terminology in patient care. |  |
| CTE DNTL.6.1.4 Accurately define and spell dental terminology. |  |
| CTE DNTL.6.1.5 Proper use of dental abbreviations. |  |

### Performance Standard DNTL.6.2 Administrative Operations

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.6.2.1 Maintain inventory control. |  |
| CTE DNTL.6.2.2 Demonstrating dental software program skills. |  |
| CTE DNTL.6.2.3 Demonstrate proper phone etiquette. |  |
| CTE DNTL.6.2.4 Demonstrate communication of treatment plans and financial arrangements. |  |

## Standard DNTL.7.0: Emergencies

### Performance Standard DNTL.7.1 Management of Dental and Medical Emergencies

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.7.1.1 Recognize signs and symptoms of medical and dental conditions that could result in an emergency. |  |
| CTE DNTL.7.1.2 Demonstrate use of the medical emergency kit. |  |
| CTE DNTL.7.1.3 Demonstrate how to respond to medical emergencies relating to specific medical conditions. |  |
| CTE DNTL.7.1.4 Demonstrate health care provider CPR and first aid. |  |

## Standard DNTL.8.0: Pharmacology

### Performance Standard DNTL.8.1 Dental Anesthesia

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.8.1.1 Identify the types of anesthesia used in dental procedures. |  |
| CTE DNTL.8.1.2 Identify indications and contraindications for local anesthetics. |  |
| CTE DNTL.8.1.3 Identify indications and contraindications for vasoconstrictors. |  |
| CTE DNTL.8.1.4 Identify indications and contraindications of sedations. |  |

## Standard DNTL.9.0: Dental Assisting skills

### Performance Standard DNTL.9.1 Collecting and Recording of Clinical Data

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.9.1.1 Take/review and record medical and dental histories. |  |
| CTE DNTL.9.1.2 Take and record vital signs. |  |
| CTE DNTL.9.1.3 Assist with and/or perform soft tissue extra/intra oral examinations. |  |
| CTE DNTL.9.1.4 Assist with and/or perform dental charting. |  |
| CTE DNTL.9.1.5 Maintain accurate patient treatment records. |  |

### Performance Standard DNTL.9.2 Preparation for Dental Treatment

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.9.2.1 Demonstrate how to prepare the treatment room for a patient. |  |
| CTE DNTL.9.2.2 Demonstrate how to prepare appropriate treatment trays with armamentarium in sequence of use and delivery position. |  |

### Performance Standard DNTL.9.3 General Chairside Assisting Skills

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.9.3.1 Maintain clear field of operation by use of oral evacuation devices, air/water syringe, and other isolation techniques. |  |
| CTE DNTL.9.3.2 Perform a variety of instrument transfers. |  |
| CTE DNTL.9.3.3 Provide patient preventive education and oral hygiene instruction. |  |
| CTE DNTL.9.3.4 Provide pre‐and post‐operative instructions prescribed by a dentist. |  |
| CTE DNTL.9.3.5 Identify and respond to medical and dental emergencies. |  |
| CTE DNTL.9.3.6 Demonstrate four‐handed dentistry in treatment procedures. |  |
| CTE DNTL.9.3.7 Identify dental equipment, maintenance, and use. |  |
| CTE DNTL.9.3.8 Identify dental instruments and their uses. |  |

### Performance Standard DNTL.9.4 Additional Chairside Assisting Skills

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.9.4.1 Apply topical anesthetic and desensitizing agents. |  |
| CTE DNTL.9.4.2 Assemble and disassemble a local anesthetic syringe. |  |
| CTE DNTL.9.4.3 Place and remove a dental dam. |  |
| CTE DNTL.9.4.4 Apply fluoride agents. |  |
| CTE DNTL.9.4.5 Apply bases and liners. |  |
| CTE DNTL.9.4.6 Assist with the application of bonding agents. |  |
| CTE DNTL.9.4.7 Assist with placement and removal of provisional restorations. |  |
| CTE DNTL.9.4.8 Place and remove matrix retainers, matrix bands, and wedges. |  |
| CTE DNTL.9.4.9 Remove excess cement. |  |
| CTE DNTL.9.4.10 Assist with a direct permanent restoration. |  |
| CTE DNTL.9.4.11 Obtain preliminary impressions. |  |
| CTE DNTL.9.4.12 Fabricate trays, e.g., bleaching trays, mouth guard trays, custom trays. |  |
| CTE DNTL.9.4.13 Clean removable dental appliances. |  |
| CTE DNTL.9.4.14 Remove sutures. |  |
| CTE DNTL.9.4.15 Place and remove periodontal dressing. |  |
| CTE DNTL.9.4.16 Perform orthodontic functions. |  |

### Performance Standard DNTL.9.5 Expanded Dental Assisting Functions

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.9.5.1 Perform supragingival coronal polishing with the use of rubber cup or brush. |  |
| CTE DNTL.9.5.2 Application of pit and fissure sealants. |  |
| CTE DNTL.9.5.3 Perform mechanical polishing of restoration. |  |
| CTE DNTL.9.5.4 Initiating, regulating and monitoring the administration of Nitrous Oxide‐Oxygen analgesia. |  |
| CTE DNTL.9.5.5 Perform use of high speed hand piece only for removal of orthodontic cement or resin. |  |
| CTE DNTL.9.5.6 Fabrication and placement of temporary crowns. |  |

## Standard DNTL.10.0: Dental Materials

### Performance Standard DNTL.10.1 Restorative Materials

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.10.1.1 Demonstrate how to prepare, mix and deliver restorative materials. |  |

### Performance Standard DNTL.10.2 Dental Cements

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.10.2.1 Demonstrate how to prepare, mix and deliver dental cements. |  |

### Performance Standard DNTL.10.3 Lab materials

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.10.3.1 Demonstrate how to prepare, mix and deliver lab materials. |  |

### Performance Standard DNTL.10.4 Impression Materials

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.10.4.1 Demonstrate how to prepare, mix and deliver impression materials. |  |

## Standard DNTL.11.0: Radiology

### Performance Standard DNTL.11.1 Radiation Safety

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.11.1.1 Identify the biological effects of ionizing radiation. |  |
| CTE DNTL.11.1.2 Demonstrate patient and operator protection techniques. |  |

### Performance Standard DNTL.11.2 Dental X-Ray Equipment

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.11.2.1 Identify components of the x‐ray machine. |  |
| CTE DNTL.11.2.2 Identify types of radiographic receptors. |  |
| CTE DNTL.11.2.3 Identify use of receptor device holders. |  |

### Performance Standard DNTL.11.3 Exposure and Processing of Intraoral and Extraoral Radiographs

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE DNTL.11.3.1 Identify sizes and types of dental radiographs. |  |
| CTE DNTL.11.3.2 Demonstrate various radiograph techniques. |  |
| CTE DNTL.11.3.3 Demonstration of evaluation of radiographs for diagnostic value. |  |
| CTE DNTL.11.3.4 Demonstrate proper processing technique. |  |
| CTE DNTL.11.3.5 Demonstrate proper mounting of radiographs. |  |
| CTE DNTL.11.3.6 Identify radiographic landmarks. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies.
 |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.
 |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
 |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
 |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements.
 |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |
| 1. The material reflects the progression of the strands and how they build within and across the grades in a logical way. This enables students to develop and demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication indicated by the standards.
 |  |
| 1. The material engages the reader, i.e. does it correspond with age appropriate interests?
 |  |
| 1. The material cross-refers and integrates with other subjects in related areas of the curriculum.
 |  |
| 1. The material includes strategies and textual content that are grade appropriate.
 |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |
| 1. The material includes appropriate instructional strategies.
 |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material offers strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.
 |  |
| 1. The material provides suggestions for scaffolding that support the comprehension of grade-level text without replacing students’ opportunities for full and regular encounters with grade-level complex texts. Removing the scaffolding over the course of the materials is encouraged.
 |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |
| 1. The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/ analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measureable against the expectations of the ICS.
 |  |
| 1. The material offers ongoing, easily implemented, and varied assessments.
* Assessments should clearly denote which standards are being emphasized. They should also include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.
 |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance (attractive, inviting).
 |  |
| 1. Layout is consistent, clear, and understandable.
* The material has headings and sub-headings that make it easy to navigate through the book.
* Chapters are logically arranged.
* Text provides a useful table of contents, glossary, and index.
* Text contains references, bibliography, and resources.
 |  |
| 1. The material uses a language/reading level suitable for the intended readers.
 |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.
 |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material includes or references technology that provides teachers with additional tasks for students.
 |  |
| 1. The material includes guidance for the mindful use of embedded technology to support and enhance student learning.
 |  |
| 1. The material has “platform neutral” technology (i.e., will run on Windows or other platforms) and availability for networking.
 |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |

For Questions Contact

Content & Curriculum

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1. [Idaho HPPS Dental Assisting Program Standards](https://cte.idaho.gov/wp-content/uploads/2017/02/Dental_Assisting_Program_Standards.pdf) [↑](#footnote-ref-1)