OVERVIEW OF INSTRUCTIONAL MATERIAL ADOPTION PROCESS
Evaluation of Material Relative to NM Standards and Benchmarks

New Mexico Statutory Requirements

Adoption of instructional material is governed by the Instructional Material Law, 22-15-1 through 22-15-14 NMSA 1978. Statute requires:
A. The PED shall adopt a multiple list (a written list of those instructional materials approved by the department). [NMSA 22-15-8(A)]
B. The PED shall establish by rule (see NMAC 6.75.2.8) an instructional material review process for the adoption of instructional material on the multiple list. The process shall include:
1. a summer review institute at which basal materials in the content area under adoption will be facilitated by content and performance experts in the content area and reviewed by reviewers;
2. that level two and level three-A teachers are reviewers of record; provided that level one teachers, college students completing teacher preparation programs, parents and community leaders will be recruited and partnered with the reviewers of record;
3. that reviewed materials shall be scored and ranked primarily against how well they align with state academic content and performance standards, but research-based effectiveness may also be considered; and
4. the adoption of supplementary materials that are not reviewed.

Standards and Benchmarks

As stated above, materials are to be scored and ranked primarily against how well they align with state academic content and performance standards.

The review of instructional material submitted for consideration for core/basal adoption will be evaluated upon standards identified by the PED:

1. “Standards, Content, Benchmarks, and Performance” – NMPED website A-Z directory
2. New Mexico Administrative Code Section 6, Chapter 29 “Standards for Excellence”
   a. 6.29.2 – Arts Education
   b. 6.29.3 – Career and Technical Education
   c. 6.29.5 – English Language Development
   d. 6.29.6 – Health Education
   e. 6.29.8 – Modern, Classical and Native Languages
   f. 6.29.9 – Physical Education
   g. 6.29.10 – Science
   h. 6.29.11 – Social Studies
   i. 6.29.13 – English Language Arts Common Core Standards
   j. 6.29.14 – Math Common Core Standards
3. Other standards identified by PED content experts
Evaluation of Submitted Instructional Material

Citation and Scoring Rubric

Based upon the standards and benchmarks identified in the above section, IMB working with content experts develops a citation and scoring rubric used to evaluate each title submitted for core/basal consideration. New Mexico Administrative Code Section 6, Chapter 75 “Instructional Materials and Technology,” Sections 6.72.28(H) through (N) set forth requirements for the evaluation process.

6.75.2.8 REQUIREMENTS - Responsibilities of the department:

I. The department shall develop and use a standardized review form incorporating the scoring rubric and space for the publishers’ alignment citations and the reviewer’s scores.

J. The review form shall be divided into two sections.

K. Section I shall consist of citations showing alignment with New Mexico standards and benchmarks and shall include scorable performance indicators for all relevant standards and benchmarks consistent with any generally accepted taxonomies as determined by the bureau.

L. Section II shall consist of citations showing that the material under review meets other relevant criteria, including:
   (1) is built around effective pedagogy and instructional design;
   (2) incorporates the principles of culturally responsive pedagogy and differentiated instruction;
   (3) incorporates and reflects current educational taxonomies supporting the development of higher order thinking skills;
   (4) has no factual error;
   (5) has no religious affiliation or partisanship;
   (6) has no cultural bias or gender bias;
   (7) demonstrates and reflects images, references and points of view reflecting a multicultural society;
   (8) integrates digital learning content within the text;
   (9) supports differentiated or personalized learning through style, pace, or needs;
   (10) can be adapted or configured by teacher to meet evolving needs;
   (11) supports accountability through integration of assessments and content; and
   (12) provides both formative and summative assessment opportunities.

M. Core/basal materials may also be scored on the basis of research-based, data proven effectiveness, publisher-provided professional development, pedagogy consistent with current educational taxonomies and other relevant criteria as determined by the bureau chief or developed in consultation with the department and other highly qualified educational practitioners.

Process for evaluating titles

1. Content experts working with IMB generate citation and scoring rubrics for each subject area based upon identified standards and benchmarks.
2. The submitting publisher completes a citation and scoring rubric for each title submitted for core/basal consideration. For each standard, the publisher will enter citation information from the instructional material that demonstrates compliance with the standard.
3. Reviewers identify a score for each standard in the rubric, using the citation references provided by the publisher, and assessing a point value for each standard.
4. Three reviewers review each title, and the final score for the title is the average of the three individual scores.
5. A title receiving a score of 90% or better will be recommended to the Secretary for adoption as core/basal material.
6. A title receiving a score less than 90% will be recommended to the secretary for adoption as supplemental.

**Key Steps in the PED Adoption Process**
1. PED issues Request for Applications (RFA) for the adoption (usually in December) to solicit bids from publishers of core/basal and supplemental material. The RFA includes the standards and benchmarks that will be used to evaluate the submitted material.
2. Publishers submit a list of material to be considered for core/basal. Publishers also submit a list of supplemental material. Supplemental material may be ancillary items used to support the basic program of instruction. Publishers may also submit titles on the supplemental list. The department shall charge a processing fee to vendors of instructional materials not to exceed the retail value of the instructional material submitted for adoption.
3. For each title submitted for core/basal consideration, the publisher will submit a completed citation and scoring rubric.
4. Titles submitted for core/basal consideration are reviewed during the summer review institute and recommended for inclusion on the multiple list as either core/basal or supplemental, depending upon score.
5. Subsequent to the review, materials that align with the standards at 90% or higher will be recommended to the secretary for adoption on the multiple list as core/basal. Those materials that score below 90% and materials not reviewed will be recommended to the secretary as supplemental. The secretary will authorize adoption of core/basal and supplemental instructional materials for the multiple list no later than August 1 of each adoption cycle.
6. PED enters into contracts with publishers for the adopted material for a six-year period.
7. Not more than 50 percent of allocation to districts/schools to be used for the purchase of material not included on the multiple list (not adopted). Up to 25% of the 50 percent maximum for not adopted material can be used for “other classroom materials.” See diagram on the following page.
The Allocation Model

Adopted - Up to 100%

Total Allocation

Non-Adopted 50% Maximum

25% “Other”

Core/Basal or Supplemental

NMSA 22-15-9

An amount not to exceed fifty percent of the allocations attributed to each school district or state institution may be used for instructional material not included on the multiple list provided for in Section 22-15-8 NMSA 1978, and up to twenty-five percent of this amount may be used for other classroom materials.

NMSA 22-15-2

"Instructional material" means school textbooks and other educational media that are used as the basis for instruction, including combinations of textbooks, learning kits, supplementary material and electronic media;

"Other classroom materials" means materials other than textbooks that are used to support direct instruction to students.
Adoption Review Schedule
PED has established a six-year rotating adoption schedule. See chart below:

<table>
<thead>
<tr>
<th>Subject Area(s)</th>
<th>Summer Review Institute</th>
<th>Contract Period for Adopted Material</th>
<th>Next Summer Review Institute</th>
<th>Contract Period for Adopted Material</th>
<th>Legislative Funding</th>
<th>Initial Allocation for Subject Area</th>
<th>Purchase for School Year</th>
<th>Earliest Delivery Date**</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12 ELA/Reading, Core Reading Intervention, Modern, Classical and Native Languages</td>
<td>June 2014</td>
<td>2015-2020</td>
<td>June 2020</td>
<td>2021-2026</td>
<td>April 2021</td>
<td>21/22 (FY22)</td>
<td>July 1, 2021</td>
<td></td>
</tr>
<tr>
<td>K-8 ELA/Reading, Core Reading Intervention, Modern, Classical and Native Languages</td>
<td>June 2015</td>
<td>2016-2021</td>
<td>June 2021</td>
<td>2022-2027</td>
<td>April 2022</td>
<td>22/23 (FY23)</td>
<td>July 1, 2022</td>
<td></td>
</tr>
<tr>
<td>K-12 Social Studies, Reference, NM Native American Art and Culture</td>
<td>June 2016</td>
<td>2017-2022</td>
<td>June 2022</td>
<td>2023-2028</td>
<td>April 2023</td>
<td>23/24 (FY24)</td>
<td>July 1, 2023</td>
<td></td>
</tr>
<tr>
<td>K-12 Health, Physical Education</td>
<td>June 2017</td>
<td>2018-2023</td>
<td>June 2023</td>
<td>2024-2029</td>
<td>April 2024</td>
<td>24/25 (FY25)</td>
<td>July 1, 2024</td>
<td></td>
</tr>
</tbody>
</table>

** Orders may be placed after the initial allocation is published; however, delivery cannot occur until on or after the first day of the new fiscal year, unless using carry-over. Deliveries that occur prior to July 1 will be charged to the current fiscal year and not to the upcoming fiscal year.