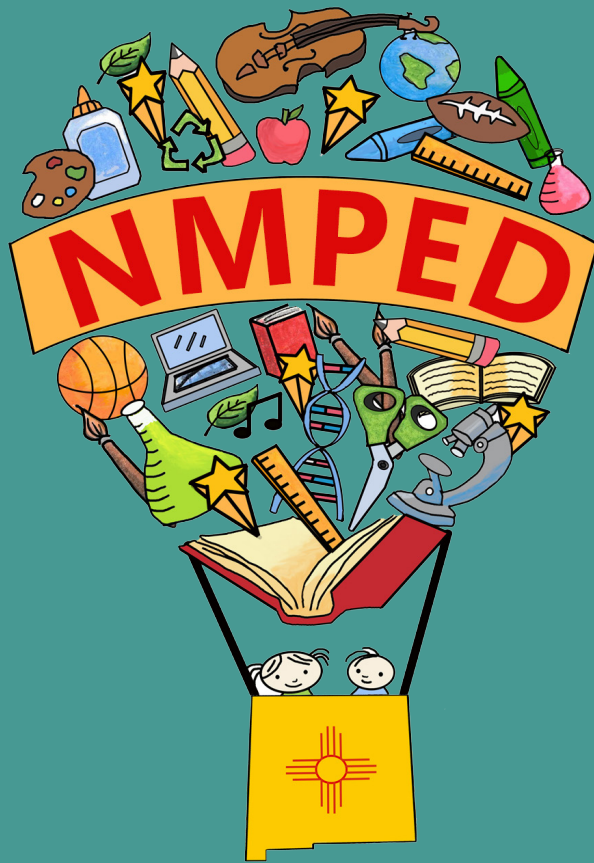


# **High Quality Instructional Materials (HQIM):** A Resource Manual for Identifying, Selecting, and Implementing HQIM

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# CONTENTS

<b>Department Mission</b> .....	3
<b>Department Vision</b> .....	3
<b>Overview</b> .....	4
<b>Quality: Why Materials Matter for Students, Teachers, and Families</b> .....	6
<b>Phase 1: NM Teachers Vet Materials and State Adopts</b> .....	9
How a Set of Materials Makes the Adopted Multiple List.....	10
Considerations for Making the State Adopted List.....	11
Testimonials From Teachers Who Participated in the State Review.....	12
Statewide Assurances Create Excellent and Equitable Deals for all Districts.....	13
<b>Phase 2: Providing a Menu for District Selection</b> .....	14
How Districts Make Selections.....	14
Sample Processes for District Selection.....	15
<b>Phase 3: Supporting Strong Implementation for Everyone</b> .....	17
Why Implementation Matters.....	17
Strategies to Support Implementation.....	17
How one district rolled out new materials.....	19
<b>Additional Resources</b> .....	20
<b>Appendix 1: Definitions</b> .....	22
<b>Appendix 2: Multicultural Education and Cultural Responsiveness in Instructional Materials</b> .....	27
<b>Appendix 3: Relevant Laws, Regulations, and Cases</b> .....	28



## Department Mission

### Equity, Excellence & Relevance

The New Mexico Public Education Department partners with educators, communities, and families to ensure that ALL students are healthy, secure in their identity, and holistically prepared for college, career, and life.

## Department Vision

### Rooted in our Strengths

Students in New Mexico are engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of ALL students.

#### For Questions, please email:

[imb.contact@state.nm.us](mailto:imb.contact@state.nm.us)

[IMB Staff](#)

# Overview

Research shows that access to high quality instructional materials is one way to increase student learning. Creating New Mexico's Adopted [Multiple List](#) is a way to ensure new materials are vetted by experienced educators across the state for alignment to high standards. We know that handing teachers a rigorous curriculum is not enough. Professional learning should be aligned to the rigorous materials so educators can fully implement them to meet the diverse learning needs of all students while creating engaged, culturally relevant, and academically competitive learning environments.

This manual is a resource designed to walk teachers, schools and districts through the research behind high quality instructional materials, how materials are selected for adoption on the list in New Mexico, and how districts can navigate options for essential considerations and ongoing implementation.

Across New Mexico, it is critical that all students have access to High Quality Instructional Materials (HQIM). With input from multiple stakeholders such as teachers, teacher leaders, administrators, curriculum specialists, New Mexico Public Education Department (NMPED) staff, and national experts, in 2018 the state developed this definition:

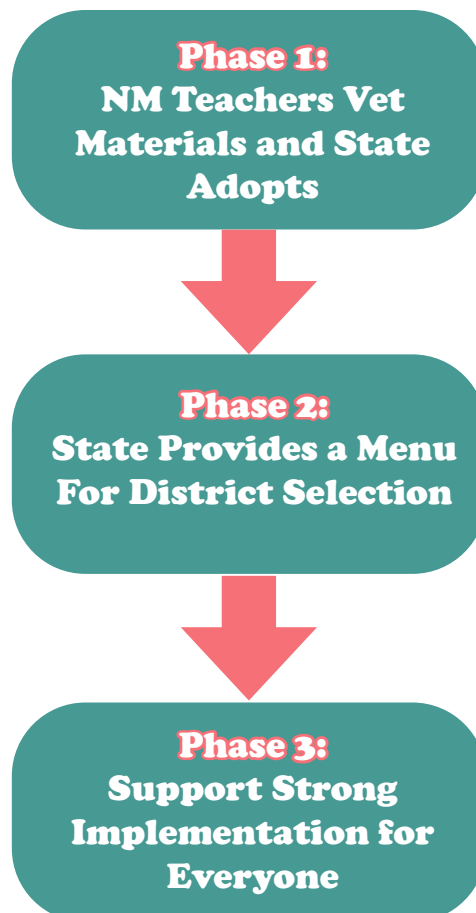
High Quality Instructional Materials are content-rich, fully accessible, culturally and linguistically relevant, free from bias, research-based, and aligned to New Mexico state standards. They are written with clear purpose, effective lesson structure, and pacing to provide flexibility for teachers to best support learning for all students, encouraging inquiry and curiosity. HQIM provide a variety of relevant assessments to support and guide teachers with professional tools to evaluate student comprehension of the content and provide deeper understanding of the standards. HQIM also provide support to identify the linguistic and cultural lenses that students use to make meaning in the content area.

In a recent state court decision, *Yazzie/Martinez v. state of New Mexico*, the court found that the state has not adequately invested in public education nor adopted

the educational instruction and programs constitutionally required to bring equitable access for all students in New Mexico to high quality education. Part of this effort to ensure equity across our state means ensuring every classroom is equipped with high quality instructional materials and that no classroom employs a lower standard of instruction or materials.

The New Mexico Public Education Department is committed to:

- Facilitating a rigorous and transparent review process at the state level that ensures educators and content experts identify the high quality materials for students,
- Ensuring districts have a menu of high quality choices for each review cycle and adoption, and
- Providing resources on local selection, state assurances, and using these materials to see increased student learning.



## **Quality: Why Materials Matter for Students, Teachers, and Families**

Teachers deserve high quality instructional materials that generate excitement for students to learn. When they have high quality, aligned instructional materials, teachers can focus their time, energy, and creativity on bringing lessons to life and finding ways to inspire their students to thrive as learners. New Mexico is committed to making HQIM available for districts to provide teachers, so they have the support they need to make sure every student gets a great education—no matter where they begin.<sup>1</sup>

Instructional materials are not just for teachers. Students deserve high quality instructional materials (HQIM) that are engaging and inclusive of the cultural and linguistic diversity and perspectives of their communities. They also deserve aligned curriculum that is coherent across days, weeks, units, years and grade bands. Students desire materials that are accessible, engaging, and culturally and linguistically relevant. Students are entitled to high quality materials to use, practice, and learn from.

Families are impacted by instructional material choices as well. It is important that the supports accompanying high quality instructional material are engaging to families. Families should be involved in the selection of instructional materials at the local level. They deserve the opportunity to review materials and ensure they are culturally and linguistically responsive to the students of their community.

Research shows that curricular choices in K-12 education are a critical factor in academic success for students. According to the Johns Hopkins Institute for Education Policy and Johns Hopkins Center for Research and Reform in Education, comprehensive, content-rich curriculum is a common feature of academically high-performing countries and can have a cumulative impact on achievement by the time students reach upper grades.<sup>2</sup>

We know that when teachers select materials they focus on: student needs, their needs, and research.<sup>3</sup>

**1. Students first.**

- Does it meet the academic needs of my students?
- Will it be engaging or interesting to my students?
- Can it be differentiated to meet the needs of my students?
- Are the materials culturally and linguistically relevant for my student population?

**2. Teacher needs.**

- Does this address all the standards to their full intent?
- Does it make contributions to my instructional strategies that help prepare my students to be college and career ready, secure in their identity, community, and life?
- Can I customize it?
- Are the results measurable?
- Are the material supported by ongoing professional learning?
- Are there others using these materials that I can gain best practices from?

**3. Research.**

- Is this evidence-based, meaning the materials demonstrate strong or moderate evidence of effectiveness of positive student outcomes?
- Is there any independent research that shows that students are learning?

## **Terms to Know:** (See Appendix 1 for full glossary of terms)

**Alignment:** The degree to which standards, assessments, and other important elements in an education system are complementary and work together to gauge student learning effectively.

**Independent Review:** A formal, objective process of scoring and providing evidence and feedback by individuals with expertise and perspectives regarding the content and the use of the materials. Independent review includes review by peers, experts and other intended users of the materials.

**Evidence-Based Practices:** The demonstration of strong or moderate evidence of effectiveness of positive student outcomes.

**Research-Based Effectiveness:** The demonstrated effectiveness of instructional material in supporting students to meet or exceed grade-level goals according to New Mexico content standards, and as demonstrated by the best available evidence for curricula in the relevant grade and subject. For core instructional materials, evidence shall include an independently conducted experimental or quasi-experimental research study or review by nationally-recognized, independent experts in curricula review. LEA-created core instructional materials may also demonstrate effectiveness using correlational evidence that students using the core instructional material meet or exceed grade-level proficiency as measured by the state assessment.



## Phase 1: New Mexico Teachers Vet Materials and State Adopts

### Important to Know:

1. Rubrics are developed by content experts. The content experts also determine if the materials submitted for adoption consideration are research-based.
2. Using the rubric, materials are reviewed and scored by trained educators across New Mexico.
3. This process is designed with teachers, students, rigor, and relevance in mind.
4. The final list of materials is meant to help districts and schools choose the highest quality materials.

### Terms to Know: (See Appendix 1 for full glossary of terms)

**Adopted Multiple List:** The final list of materials selected by a rigorous process led by New Mexico educators. Used by schools and districts to choose the highest quality materials, including core and supplementary, for their needs. Click here to find the [Adopted Multiple List](#)

**Instructional Material Adoption Cycle:** A list of academic subjects for which materials will be vetted and assurance will be provided each year. Click here to find the [Instructional Material Adoption Cycle](#)

**Culturally and Linguistically Relevant Materials:** Instructional materials that authentically and positively reflect the diversity of languages spoken and the elements of culture such as customs, beliefs, traditions, and norms.

## How a Resource Makes the Adopted Multiple List:

1

Adoption Schedule is set by the state according to the Instructional Materials Law.<sup>4</sup>

2

A review rubric is created for core instructional materials in collaboration with NMPED content bureaus, content experts, and other relevant bureaus (Language and Culture, Indian Education, Special Education).

3

NMPED provides the rubric to publishing companies to provide knowledge regarding how materials will be scored.

4

Publishers submit materials to NMPED based on a Request for Application process (RfA).

5

Content experts determine if the submitted materials are research-based.

6

New Mexico teacher reviewers, content leaders, and facilitators apply to NMPED.  
◦ Individuals selected are trained on the review process, the standards that are being reviewed, and strategies for identifying culturally and linguistically relevant materials. (See Appendix 2)

7

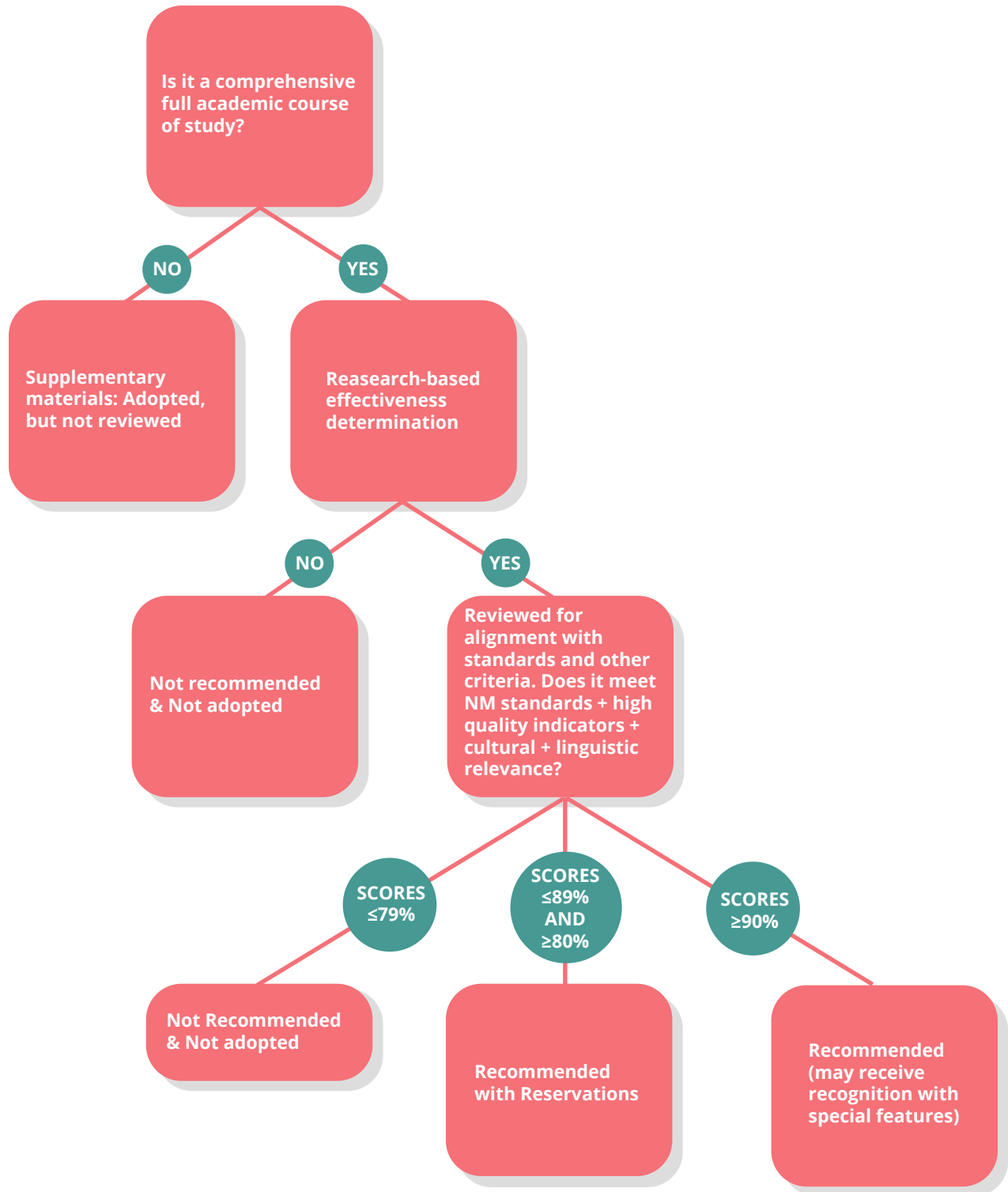
Summer Review Institute:  
◦ Level II and III New Mexico teachers review the materials that are research-based for alignment with standards and high quality indicators.  
◦ Teams of three review the materials independently and score each criterion, providing evidence that supports the score given.

8

Scores are averaged from each reviewer to determine an adoption designation. Based on rubric scores, materials are assigned an adoption designation.

- Recommended: Materials rated as 90% to 100% alignment
- Recommended with Reservations: Materials rated as 80% to 89%
- Not recommended: 79% and lower

# Considerations for Making the State Adopted List



## Testimonials From Teachers Who Participated in the State Review

*"I learned a great deal, and I have grown as a teacher in this time. I am confident enough to assist my fellow teachers with items such as the practice standards and rigor. Also, I will be better able to assist my district in choosing quality materials for our next adoption."*

- Anonymous



*"Thank you for the opportunity to work with such wonderful professionals. I have learned so much this summer and gained such fantastic professional development through this review process. I would love to have the opportunity to be involved in another review in the future."*

- Sherry Copeland, Truth or Consequences Public Schools

*"I felt very fortunate to work with such knowledgeable educators. In the end, I feel they had a real sense of achievement by contributing to this noble cause. They forged real friendships and overcame obstacles through teamwork. Clearly, there was much more gained during this review than just the review process. My teams and I all grew from the growth mindset needed these last two weeks. I would be honored to be part of this team again."*

- Jill Hutchinson-Bass, Santa Fe Public Schools

*"Our students learn primarily through their connection with their teachers and content. HQIM will ensure that all students are college and career-ready and have the skills and knowledge they need to find their potential and excel in school and beyond."*

- Anonymous

## Statewide Assurances Create Excellent and Equitable Deals for all Districts

NMPED does everything possible to ensure high quality materials are accessible to every student in the state. As such, the state negotiates and can assure each district the following:

- **Price Assurances:** Publishers agree to provide the materials at the lowest possible retail price. The contracts with publishers state that if the materials are found at a lower price across the country, there will be a price adjustment at that time. These prices are also uniform across the state so that districts with lower student populations are not paying higher prices.
- **Language Availability:** Any free or reduced-cost material or service described on the Provider/Publisher's *List of Instructional Material*—and made available at no cost or at a reduced cost to a school that adopts its English instructional materials—will also be made available in the Spanish version or equivalent at no cost or at reduced cost.
- **Packages:** Publishers agree to one price for bundles of materials, which include all the materials for one price (e.g. student and teacher editions, print and digital materials).
- **Free Materials:** Provided based on the teachers who need and use the materials, not on the number of students in a classroom.
- **In-State Depository:** All adopted materials are made available for purchase through the in-state depository, saving about 10% on shipping costs and ordering/invoicing efficiencies.
- **Access to Core Materials:** All adopted core instructional materials are made available at each of the six Regional Review Centers for district review teams.

**NMPED continues to work with publishers to ensure that materials reflect the cultural and linguistic diversity of New Mexico's student population.**

## Phase 2: Providing a Menu for District Selection

### Important to Know:

1. The adopted multiple list is a menu of options for districts.
2. Districts may spend 100% of their budgets for any materials on the adopted list; however, they cannot spend more than 50% of their budgets for materials not on the adopted list.
3. Districts around the state are encouraged to create model practices that engage teachers, local stakeholders, and Equity Councils in material selection.

### How Districts Make Selections:

1

NMPED publishes the Adopted Multiple List each fall. It provides economies of scale, which means the state is vetting a large number of materials for which districts and schools may not have the time, resources, or capacity to undertake.

2

Districts have choices from the vetted list:

- Districts may spend 100% of their Instructional Material Fund budgets allocated for materials from the list. School districts are limited on spending no more than 50% of their allocation for instructional materials not adopted by NMPED.<sup>6</sup>
- **Waivers:** The local superintendent may apply to the department for a waiver of the use of funds allocated for the purchase of instructional material either included or not included on the multiple list. Districts have the flexibility to not follow the published adoption cycle. However, in order to have access to the most current materials, it is recommended that districts follow the adoption cycle to the extent possible.

3

Districts engage in a local, customized process to make their selection that:

- Engages multiple stakeholders including educators and families;
- Selects materials satisfying local, cultural, and fiscal needs;
- Uses a tool to narrow choices in materials to a select few;
  - The PED Published Adopted Multiple List
  - IMET (see resources)
  - EQUIP Rubric (see resources)
  - EdReports (see resources)
  - Other tools (see resources)
- Incorporates a pilot program of the best choices for the instructional needs of the district or school;
- Are culturally and linguistically relevant;
- Are the best materials to serve the district's or school's instructional vision and communicates the decision to all stakeholder groups.

4

All adopted core instructional materials are made available at each of the six Regional Review Centers in the fall for review by teams of district teachers or any stakeholder.

## Sample Processes for District Selection



### Fall (September-October)

- Review New Mexico content standards and Adopted Multiple List.
- Create an evaluation tool to narrow down the list of publishers.
- Research publishers being considered for adoption.



### Winter (November-February)

- Invite the publishers to present the materials.
- Invite stakeholders to review material and provide input, including leveraging Equity Councils.
- Invite a broader group of stakeholders to Regional Review Centers.
- Make recommendations to principals and/or teams conducting review.
- Consider professional learning from the [HQPL Marketplace List](#) to support implementation of the materials being considered.



### Spring (March-May)

- Compile recommendation information from all stakeholders.
- Consider budget and materials recommended.
- Prepare review team to advocate for materials.
- Present formal recommendation to the local school board.
- Obtain final approval from school board or governing body.
- Place order with publisher, negotiating the inclusion of [professional learning](#).



### Summer (June-August)

- Engage in a yearlong process with representatives from each school campus to form a core committee.
- Develop implementation plan and plan for ongoing professional learning/
- Send annual report to NMPED on what has been purchased.

#### Additional Resources:

[Curriculum Support Guide](#) | [CPRL's NMPED HQIM PL Strategy Toolkit](#)

## District Selection: An Inclusive Process for Choosing High Quality Materials



*We build a strong knowledge of the NM Content Standards using a systematic process that involves stakeholders from all schools. We begin by carefully examining materials from the state adoption list, and when necessary, consider additional materials. Evaluation tools that assess the alignment of materials to both content and practice standards are used. Our process is for teachers and by teachers so that in the end, the practitioners select instructional materials. This supports our vision to implement materials with integrity and ensures equitable access to a guaranteed and viable curriculum for all students.*



- Suzanne Nguyen,  
Rio Rancho Public Schools

### Albuquerque Public Schools Multicultural Library

Albuquerque Public Schools collaborated to create the Multicultural Library, a resource for teachers, librarians, and other APS employees to check out high quality, engaging, culturally and linguistically responsive books. The [Multicultural Library](#) serves as a starting point for the creation of the Culturally Responsive Classroom Libraries list. Language and Cultural Equity (LCE) and Library Services and Instructional Materials (LSIM) worked with educators who are members of the African American, Native American, Hispanic, and LGBTQ+ communities to gather input about which titles to include.

The Language and Culture Division (LCD) at New Mexico Public Education Department designed a [rubric](#) to provide a framework to review instructional materials with a lens informed by multicultural education and culturally responsive pedagogy.



## Phase 3: Supporting Strong Implementation for Everyone

### Important to Know:

1. Implementation brings materials to life in classrooms.
2. Supporting educators in rolling out new materials ensures strong implementation.
3. Ongoing professional learning is key for implementation success.

### Why Implementation Matters:

In a national study, it was reported that the average teacher received one day of professional learning devoted to their curriculum during the 2016-17 school year. Implementing curriculum, especially new instructional materials, requires a greater magnitude of support for teachers. In Singapore, a top performing educational system, teachers receive an average of twelve days of professional learning each year. Excellent educational systems provide teachers with HQIM and frequent, ongoing PD that is based in understanding, internalizing, and effectively using the HQIM so they can engage students in their learning.

### Strategies to Support Implementation:

- **Support teachers on using new materials**
  - Summer training with publishers is scheduled prior to the start of the new school year to familiarize teachers with using the materials.
  - District or school summer professional learning sessions are provided for how to use materials in the classroom.
  - Some professional learning is cyclical and conducted throughout the year to inform instruction with the new curriculum. Provided by [high quality PL providers](#), publishers, content coaches, instructional coaches or district

personnel.

- Collaboration between schools and/or districts is considered when districts are using the same instructional materials.
- Teachers, schools and districts determine if materials need to be supplemented in order to be better aligned with the standards.
- School or district teams determine alignment with pacing guides and schedule of units/modules.
- **Support differentiated instructional strategies**
  - Focus on supporting students to reach the expectation of the standards by implementing strategies using high quality instructional materials.
  - Professional learning and training should focus on the role of differentiated instruction in equity, culturally and linguistically relevant instruction, and personalized learning.
- **Support strategies to implement multicultural education that have a strong focus on culturally and linguistically responsive practices.**
  - Strive to ensure culturally and linguistically relevant experiences and perspectives are reflected in materials and professional learning.
  - Teachers receive professional learning experiences to develop a knowledge base to identify their cultural practices and belief systems, to affirm and validate the cultural characteristics, perspectives, and experiences of culturally and linguistically diverse students, and to build and bridge the academic content to their lived experiences.
- **Support schools in creating structures for professional learning**
  - Determine professional learning needs based on the content, district supports in place, curriculum to be implemented, and the needs of students.
  - Train teachers on the vision of great instruction and expectations for students and how materials can serve that vision.
  - Implement teaching and learning meeting structures to share ongoing strategies.
  - Create an Implementation Team with representatives from each campus and grade level in a train-the-trainer model.
  - Gather feedback to continuously improve.
  - Train and support administration, coaches and teachers to deepen their knowledge of how the curriculum works and set the foundation for strong instruction.
  - Provide professional learning opportunities at the state, district and school

levels.

- Provide professional learning that is planned as a year-long process for implementation and based on cycles of inquiry. Cycles of Inquiry are iterative processes of collecting and interpreting information, enabling reflection that leads to decisions about next steps.
- Consider follow-up and first steps for implementation with level one teachers.
- Plan for supporting implementation with teachers new to the curriculum after initial implementation.

## How One District Rolled Out New Materials



*BPS has chosen to select from the HQIM adopted list as much as possible. This ensures that our students are provided with materials that have been vetted through an intensive process overseen by the PED. By making our purchases primarily from this list, we can ensure parents, community members and other stakeholders that we are providing teachers with high quality materials as a core resource to teach each content area. Once our teachers select this core resource, professional development is provided to ensure that they can fully implement the curriculum and deliver instruction with rigor and that addresses the Common Core State Standards.*



- Michelle Padilla,  
Bernalillo Public Schools

**Additional Resource:**

[Professional Learning Marketplace](#)

## Additional Resources:

### Culturally and Linguistically Responsive Pedagogy

- [Culturally Responsive Teaching](#) (2014) is a paper that highlights six aspects of culturally responsive teaching and describes instructional practices that support students and represent culturally responsive pedagogy.
- [English Learners and English Language Arts Education](#) is a 2020 article that describes recent research on positive changes in language and literacy instruction for English Learners. The article lays out four foundational principles of language development and highlights six practices in language and literacy instruction that are consistent with linguistically relevant pedagogy.
- [Honoring Origins and Helping Students Succeed: the Case for Cultural Relevance in High Quality Instructional Materials](#) is a call to action in 2019 from the Chiefs for Change organization. The article describes the need for incorporating cultural relevance in instructional materials and the differences that it can make for students of culturally and linguistically diverse backgrounds.
- [Multilingual Students and Mathematics Education](#) is a 2020 review of research on ELs and math instruction, highlighting the interdependence of content and language learning and successful strategies for working with ELs in mathematics.

### Curriculum Research

- [Curriculum Reform in the Nation's Largest School Districts](#) is a 2018 article describing the use of curriculum materials in the 30 largest school districts in the country, as reported by surveys from the school districts themselves. The article makes a strong case for the value of high-quality instructional materials.
- [Curriculum Research: What We Know and Where We Need to Go](#) is a 2017 research synthesis conducted by Johns Hopkins School of Education which looks at the connection between high quality instructional materials and student performance. That synthesis uncovered several findings related to the selection of instructional materials.
- [Instructional Shifts to Support Deep Learning](#) is a 2020 article which summarizes the shifts in several content areas from passive learning to more student-engaged learning, as shown by changes in national subject matter content standards. Specific instructional shifts in content areas can be found by accessing the websites of the content area standards.
- [Why Materials Matter](#) is a synthesis by EdReports of a national Rand study examining the links between high quality instructional materials and student performance. The report establishes a high correlation between the quality of the materials and increases in student performance, even higher than that of having a good teacher.

### Materials Review Tools and Processes

- [Curriculum Support Guide](#), from Instruction Partners, is a multiple use tool that provides guidance in reviewing materials, planning for their use and professional learning, and assessing the implementation phase. The framework for the guide comes from the experience and learning of districts around the country who have conducted materials reviews and implementation planning. The review materials contain several references to equity in high-quality instructional materials.
- [EdReports](#) is an organization that conducts materials reviews in the areas of English Language Arts, Mathematics, and Science. They are multi-faceted reviews, taking weeks/months at a time, conducted by teachers and other educators who have successfully completed specific EdReports review training. Materials are rated as Does Not Meet, Partially Meets, and Meets the review criteria. Their criteria and descriptive statements are available on the website, along with the written reviews of publishers' materials they have conducted in recent years.
- English Learner Success Forum [Guidelines for Reviewing English Language Arts](#) and [Guidelines for Reviewing Mathematics](#) materials provide criteria and specifications for reviewing these content area curriculum materials with a culturally and linguistically relevant lens. These were designed for work with publishers themselves to improve their work, and have been also used by districts interested in using the CLR lens to look at existing curriculum materials.
- [Equip](#), from Achieve, is a set of tools and resources that can be used by states and districts to review materials in English Language Arts, Mathematics, and Science for alignment to national standards. The website includes the tools themselves, as well as a library of sample high quality lessons and units.

- [Instructional Materials Evaluation Tool](#) (IMET) is a free tool designed by Student Achievement Partners that states and districts can use to evaluate the alignment of instructional materials to the Common Core State Standards. All of its criteria and indicators are related to standards alignment. The website includes a summary of the use of the tool in Louisiana.
- [CPRL's Strategy Toolkit: An Evolutionary Learning Approach to HQIM-PL](#) is a step by step guide for districts seeking to implement an inclusive, learning-based approach to selecting and implementing high quality instructional materials locally. This tool walks through a hypothetical district selection and implementation process using Evolutionary Learning to try new ideas and innovate along the way.

### **New Mexico Resources for Materials Reviews**

- [Culturally and Linguistically Responsive Teaching](#) is a free webinar presentation from PED, featuring Dr. Sharroky Hollie, that guides its viewers on their own journey toward responsiveness -- identifying when their journey to responsiveness started, and learning what cultural responsiveness is and why it is necessary in our schools today. The presentation promotes the focus on effective instructional strategies in a way that validates and affirms underserved students across content areas and grade levels.
- [New Mexico Content Standards](#) are available on the NMPED website for all subject areas. The New Mexico English Language Development Standards are linked to the WIDA website, which is described in more detail in this manual in Appendix 2.
- [New Mexico Culturally and Linguistically Responsive Handbook](#) is a 2020 manual which summarizes New Mexico's position on culturally and linguistically responsive pedagogy and supports districts and schools integrating this pedagogy into their instructional and school practices. The handbook describes several aspects of this effort and encourages re-thinking about New Mexico students with a CLR lens.
- [Criteria and Guidance Document for Reviewing Core Instructional Materials for Cultural and Linguistic Relevance](#) is a part of the overall state materials review process. Teachers from across the state use these criteria and guidance in order to evaluate curriculum materials for cultural and linguistic relevance.
- [New Mexico Regional Review Centers](#) are listed as resources for districts who want to be able to view the materials being considered for adoption in the state process. The regional centers provide tools and guidance for conducting district-level reviews of materials.
- [CLR Scorecard](#) for ELA Curricular Materials was developed in the spring of 2021 by a team of roughly 90 New Mexico educators who share NMPED's belief that all students deserve equitable learning opportunities. Influenced by [TNTF's The Opportunity Myth](#) and the academic research of leading education scholars like Zaretta Hammond and Sharroky Hollie, this teacher-created tool is intended to help classroom practitioners, schools, and districts have data-driven conversations on the extent to which their curricular materials validate and affirm students' home cultures and languages and help students create connections with other cultures and languages. First-time users are encouraged to read the corresponding Implementation Guide as it provides additional context on why this tool was created and important considerations for how to use it effectively.

### **Strategies for Supporting English Learners**

- [English Learners and English Language Arts Education](#) is a 2020 article that describes recent research on positive changes in language and literacy instruction for English Learners. The article lays out four foundational principles of language development and highlights six practices in language and literacy instruction that are consistent with linguistically relevant pedagogy.
- [English Learner Success Forum](#) is a non-profit organization dedicated to improving educational opportunities for ELs. The website has many resources for reviewing curriculum materials in English Language Arts and Mathematics with an EL lens. It also highlights proven strategies for supporting ELs.
- [Translanguaging](#) is a process of using home language in a positive way, that treats home language as an asset and resource for ELs and their families. The article describes several uses for translanguaging within learning content in ELA or mathematics.
- [Understanding Language](#) is a research and resources center at Stanford University that focuses on English Learners. It highlights the role of language learning alongside content learning, with videos, remote courses, and many strategies for increasing the language production of ELs.
- [WIDA English Language Development \(ELD\) Standards](#) has historically grounded its work in language development standards as a driver of equity for multilingual learners in curriculum, instruction, and assessment. The WIDA English Language Development (ELD) Standards have reflected the belief that multilingual learners are best served when they learn content and language together in linguistically and culturally sustaining ways.

## Appendix 1: Definitions

**Academic Standards**—concise, written descriptions of what students are expected to know and be able to do by the end of a course, grade level, or grade span that are adopted in New Mexico Administrative Code.

**Adaptive Titles**—instructional material designed to assist in meeting the educational needs of identified students.

**Adopted Multiple List**—the final list of materials selected by a rigorous process led by New Mexico educators. Used by schools and districts to choose the highest quality materials, including core and supplementary, for their needs.

**Adoption**—the authorization by the department of core and supplementary instructional material for use in public school districts, charter schools, and state educational institutions.

**Adoption Cycle**—the period during which instructional material adopted by the department shall be considered current.

**Alignment**—the degree to which standards, assessments, and other important elements in an education system are complementary and work together to gauge student learning effectively<sup>7</sup>.

**Basal**—the materials that constitute the necessary instructional components of a course of study, generally including a student edition, a teacher edition, and student workbooks.

**Common Carrier**—a company that is in the regular business of transporting freight, such as United Parcel Service®, FedEx®, or the like.

**Content Objectives**—identify what students should know and be able to do at the end of the lesson. These objectives will often be used to form assessment. They

come from the core standards and they focus on the “What”.

**Core Subject Areas**—those subject areas for which the department has adopted content standards and benchmarks.

**Core Instructional Material**—the comprehensive print 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.

**Culturally and Linguistically Relevant Materials**—instructional material that authentically and positively reflect the elements of culture such as language, customs and beliefs, traditions, and norms.

**Cycle of Inquiry**—an iterative process of collecting and interpreting information, enabling reflection that leads to decisions about next steps.

**Depository**—an entity approved by the department that represents Provider/ Publishers for the purpose of managing district or school instructional material orders. The depository is responsible for accounting, acquisition, storage, distribution and disposition of adopted instructional materials.

**Differentiated Instruction**—constitutes individualized or customized instruction. The curriculum offers several different learning experiences within one lesson to meet students’ varied needs or learning styles. For example, the instructor would utilize different teaching methods or modifications in content, process, use of language, or product.

**English as a Second Language (ESL)**—classes or support programs for students whose native language is not English.

**Evidence-Based**—the demonstration of strong or moderate evidence of effectiveness of positive student outcomes.

**Instructional Material**—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 (not to include computers, laptops, handheld computers, or other devices).

**Instructional Material Adoption Cycle**—a list of academic subjects for which materials will be vetted each year.

**In-Adoption**—the currently adopted instructional material that is approved by the department and included on the multiple list.

**Independent Review**—a formal, objective process of scoring and providing evidence and feedback by individuals with expertise and perspectives regarding the content and the use of the materials. Independent review includes review by peers, experts and other intended users of the product.

**Interoperability Standards**—the current industry standards that measure the seamless sharing of data, content, and services among systems and applications.

**Key Language Uses**—Reflect the most high-leverage genre in families across academic content standards. They are Narrate, Inform, Explain, and Argue. (WIDA)

**Language Expectations**—Set goals for content-driven language learning. They add specificity to the ELD Standards Statements and Key Language Uses and make visible the language associated with the content areas. Language Expectations are the statements most similar to what educators generally find in academic content standards. (WIDA, 2020)

**Language Objectives**—Are “how” the students will show what they are learning through the use of language. They focus on the four domains of Speaking, Listening, Reading, and Writing.

**Lexile Measure**—a number indicating reading level. Lexile measures can range from below 200L for beginning readers to over 1700L for advanced readers.

**Multiple List**—a written list of those instructional materials approved by the department.



**New Mexico Regional Review Center**—a state authorized location where samples of instructional materials are received from Provider/Publishers and made available to evaluators, teachers and educational practitioners. The review center is responsible for storage, disposition and inventory of current adopted Core Instructional Materials.

**Open Educational Resources (OER)**—the teaching, learning, and research material that is freely available for use, adaptation, and sharing.

**Open Source Curriculum (OSC)**—a planned sequence of instructional and educational material that covers a full academic course of study, and that may be freely accessed, distributed, and modified.

**New Mexico Regional Review Center**—a state authorized location where samples of instructional materials are received from Provider/Publishers and made available to evaluators, teachers and educational practitioners. The review center is responsible for storage, disposition and inventory of current adopted Core Instructional Materials.

**Processing Fee**— the bid fees charged to vendors for each item of instructional material submitted for adoption, not to exceed the retail price.

**Professional Learning**—the process of increasing the professional capabilities of staff by providing training and educational opportunities.

**Provider**—means an organization or individual, including publishers, who develops and submits instructional material.

**Provider/Publisher Agreement**—an agreement between the department and the Provider/Publisher or Provider/Publisher’s agent to provide certain material at the lowest price for the use of students in New Mexico schools and including a penalty for failure to perform.

**Request For Applications (RFA)**—the written notice issued by the department soliciting the submission of new instructional material in specified subject areas, and outlining the terms and conditions of the department’s review and adoption process.

**Research-Based Effectiveness**—the demonstrated effectiveness of instructional material in supporting students to meet or exceed grade-level goals according to New Mexico content standards, and as demonstrated by the best available evidence for curricula in the relevant grade and subject. For core instructional material, evidence shall include an independently conducted experimental or quasi-experimental research study or review by nationally-recognized, independent experts in curricula review. LEA-created core instructional materials may also demonstrate effectiveness using correlational evidence that students using the core instructional material meet or exceed grade-level proficiency as measured by the state assessment.

**Review Set**—means the instructional material submitted for review at the summer institute for inclusion as Core. The review set consists of the student edition, teacher edition and student workbook if available. All review set items must be made available for purchase by districts as they are submitted for review and listed as such on the Form E List of Instructional Materials.

**Reviewer Of Record (Reviewer)**—a reviewer who is a qualified teacher with a level 2 or 3-A license with experience in the content area being reviewed.

**Rubric**—a scoring tool that lists the criteria to be met in a piece of student work and describes levels of quality for each of the criteria.

**Substitution**—the replacement of an adopted item under the Provider/Publisher’s agreement with a revised edition of the item.

**Supplementary Materials** — supporting instructional material used to reinforce, enrich, or enhance instruction driven by core instructional material. Pursuant to Section 22-15-8 NMSA 1978, the department may choose not to review supplementary materials.

## **Appendix 2: Multicultural Education and Cultural and Linguistic Relevance in Instructional Materials**

One of the most common misconceptions related to multicultural education and culturally and linguistically responsive pedagogy is that educators may think to align its content and practice to culturally and linguistically diverse students only. However, research indicates that these educational approaches should be part of a holistic approach that promotes cognitive and socio-emotional well-being of ALL students. Multicultural education and culturally and linguistically responsive pedagogy create foundations to promote barrier-free school and classroom environments for ALL students. Building on this, instructional materials that have strong focus in multicultural education and culturally and linguistically responsive pedagogy are key to ensuring equity for all students to reach equal goals. High quality instructional materials that carry multicultural education and culturally and linguistically responsive lenses ensure the following:

- Offer a range of views and perspectives and are deliberately structured in a sensitive manner to provide opportunities for all learners to engage meaningfully
- Take special care to address sensitive subjects with respect – including carefully chosen images and videos to build background and context.
- Acknowledge culturally and linguistically diverse students’ life experiences and value their backgrounds.
- Are free of biases, negative misconceptions, negative profiling, and negative stereotypes.
- Provide learning opportunities that have focus on strengthening self-understanding and social-emotional skills.
- Support and guide teachers to identify linguistic and cultural elements of the content by providing cross-cultural and metalinguistic awareness.

### **Additional Resources:**

**[CLR Scorecard for ELA Curricular Materials](#)**

**[CLR Scorecard for ELA Curricular Materials Implementation Guide](#)**

## Appendix 3: Relevant Laws, Regulations, and Cases

- **Instructional Material Law: Chapter 22 Public Schools, Article 15 Instructional Materials**
- **Instructional Material Regulation:**
- **Budgets & Finances:**
  - School Districts
    - 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 per statute 22-15-9.
    - Waivers: Section 22-2-2.1 NMSA 1978 allows the local superintendent to apply for a waiver if the district intends to purchase beyond the 50% allowed for non-adopted instructional material.
  - Charter Schools
    - Waiver: Section 22-8B-5 waives the fifty percent that can be spent for non-adopted instructional materials allowing charter schools to spend one hundred percent for non-adopted instructional materials.
  - State Supported Schools
    - 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 per statute 22-15-9.
- **2018 Report to the 2018 Legislative Education Study Committee Report**
  - The Legislature has an opportunity to rethink how instructional materials are evaluated, purchased, and used in the classroom. The Legislature should aim to improve the instructional materials process for the benefit of students, teachers, and school districts and consider the following questions:
    - How can the Legislature ensure all students have access to high quality instructional materials? How can the Legislature provide sufficient funds for instructional materials? How can the Legislature ensure funding is supporting materials that teachers will find valuable and usable?
    - How can the Legislature ensure funding for instructional materials is

consistent from year to year, even if the state adopts materials from different subjects each year?

- What are the implications of allowing school districts, schools, or teachers more flexibility to use materials not on the adopted list? Should the Legislature more clearly define when flexibility should be offered (e.g. after demonstrating high academic achievement)?
  
- **2014 Legislative Finance Committee Report on Oversight and Spending of Instructional Materials in Public Schools Report Recommendations:**
  - Amend the Instructional Materials Law to require instructional materials funds be used on state approved materials on the multiple list, which includes both core/basal and supplemental materials.
  - Modify statute mandating adequate instructional materials be available to all students at school and at home from the current statute, which requires one textbook be available to each student to take home.
  - Modify statute to require all districts have a plan in place to ensure all students have adequate access to instructional materials as defined by the Legislature.
  - Clarify statute to make it the responsibility of the Public Education Department to determine whether districts and charters are meeting the definition of instructional material adequacy.
  
- ***Yazzie v. State of New Mexico and Martinez v. State of New Mexico***
  - The lawsuit alleged a lack of resources and services to help students, particularly our most at-risk students, including Native Americans English language learners and students with disabilities.
  - The evidence at trial “proves that the vast majority of New Mexico’s at-risk children finish each school year without the basic literacy and math skills needed to pursue post-secondary education or a career,” Singleton said. “Indeed, overall New Mexico children rank at the very bottom in the country for educational achievement.”
  - Article XII, Section 1 Education Clause Claim
    - Judge Sarah Singleton found the evidence presented at trial demonstrates that the education provided to at-risk students is inadequate. She stated inputs and outputs should be considered when determining whether the education provided is constitutionally adequate; a plaintiff in an adequacy case must prove that the state provided inadequate inputs and then must

correlate these failures to inadequate outcomes.

- Educational Inputs

- Judge Singleton focused her consideration of inputs on instrumentalities such as instructional materials and computer access.
- Instructional Materials: Judge Singleton's decision notes school districts and parents testified that the amount of funds made available for instructional materials was inadequate, funding cuts have prevented schools from purchasing up-to-date textbooks, school districts supplement their instructional materials allocation with operational funds, some school districts make copies of textbooks and workbooks, students do not have textbooks to take home in some school districts, and there is a lack of appropriate instructional materials for Native American students. Additionally, Judge Singleton noted a lack of access to technology in some school districts, particularly rural school districts.