

**NEW MEXICO**

**Public Education Department**



# **New Mexico Instructional Scope (NM IS) 1.0 Math and English Language Arts**



The State of New Mexico  
New Mexico Public Education Department

**Teaching, Learning and Assessment**

**Division of Curriculum & Instruction**

**New Mexico Instructional Scope 1.0  
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### **Notes**

This document is available on the NMPED website at <https://webnew.ped.state.nm.us/>

## **A Message Regarding COVID-19**

The Covid-19 global pandemic has been a historical event the likes of which have not been experienced by today's educators or our communities. The PED acknowledges and thanks our educators and families for the significant adjustments that have had to occur in the day-to-day life of our educational system under health orders, which are intended to curtail the spread of this highly infectious virus and keep all citizens safe. Although this project commenced prior to the pandemic, it has become clear that this tool has to support educators as we move forward into the 2020/2021 school year faced with the challenge of re-entry.

PED re-entry guidance outlines a phased approach including COVID-19 safe operating categories for "remote," "hybrid," and "full re-entry" models based on public health conditions. From an instructional perspective, this implies that pacing and lesson planning will be impacted based on the trajectory of the COVID-19 curve. To that end, educational leaders across the state requested that the PED consider the development of a tool that could support with the focus on priority standards implementation across a school year while still in the context of the global pandemic. To respond to this request, we re-convened a smaller subset of the original committee of educators who contributed to the NM IS and they embed this support within the NM IS. Consequently, NM IS 1.0 is being released with acceleration guidance. Please find the full guidance at the following link:

<https://webnew.ped.state.nm.us/bureaus/curriculum-instruction/>



# New Mexico’s Vision and Goals

New Mexico is on a strategic trajectory, bringing the state’s overall vision for equitable education for all students to life. This is achieved by assuring that teachers are supported in the effective use of content standards as well as in the use of strong pedagogical practices which assure that all students in NM have consistently been exposed to grade level content throughout their k-12 school careers. The implementation of the New Mexico Instructional Scope is designed (intended) to help every student to be prepared to meet the challenges of college and/or career immediately upon graduation without remediation. In fulfilling this promise to the students in New Mexico, and then to deliver on that promise, educators must be bold in the use of grade level standards and our approach to acceleration rather than remediation.

This focus stems from **the PED’s overall vision** for all students in NM:

healthy, secure in their identity, and holistically prepared for college, career, and life.

## EQUITY, EXCELLENCE & RELEVANCE

*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.

This focus is supported by our **overall mission**, at the PED:

## EQUITY, EXCELLENCE & RELEVANCE

The New Mexico Public Education Department partners with educators, communities, and families to ensure that ALL students are

*“Every student should have access to grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations, every day, in every class—regardless of their race, ethnicity or any other part of their identity.”*

<https://tntp.org/publications/view/student-experiences/the-opportunity-myth> From *The Opportunity Myth*, pg.56

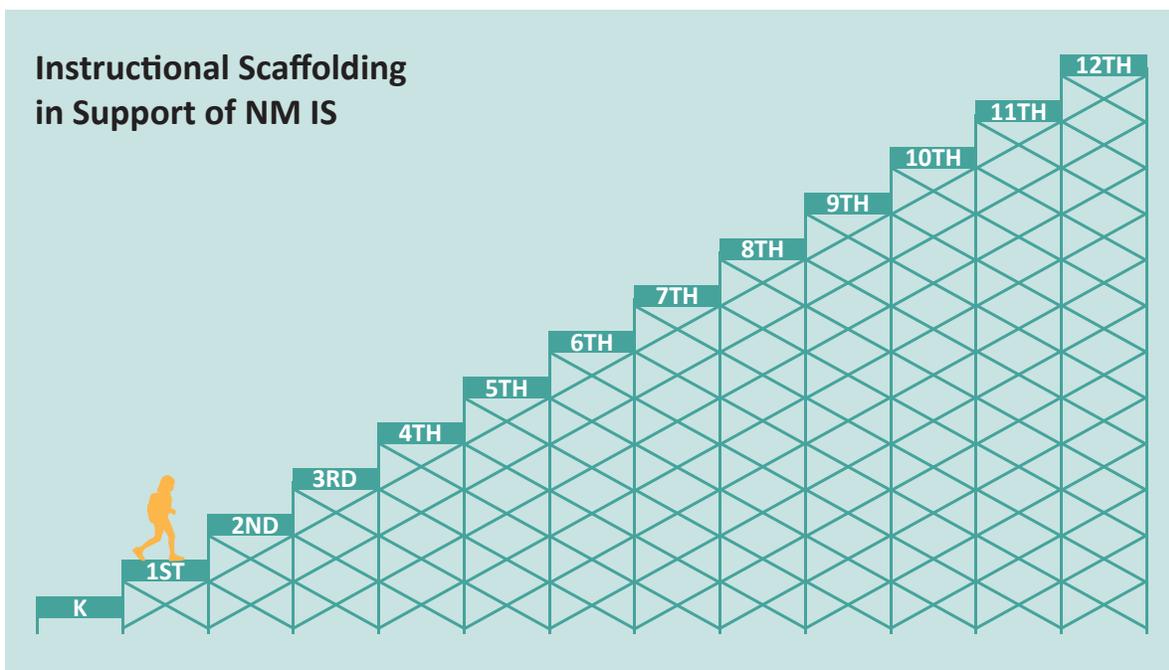
New Mexico educators know the strengths of the state are well rooted in the cultural and linguistic diversity of each of the local communities. Student and teacher success stories become the foundation upon which

NM thrives. The best instructional lessons are found in the strengths of people across this great state. The PED, is committed to partnership with educators to assure that all students can capitalize on their unique identity when they exit their K–12 educational journey prepared to pursue their life dreams. The New Mexico Instructional Scope is an example of one development in support of that partnership. Teachers and other educator peers are the

essential component in our educational system and their most valuable tools are the lessons they create. Lesson planning is the crux of the educational system and the NM Instructional Scope is designed, as part of our promise to collaborate with educators in the field, guaranteeing teachers have strong on-grade-level guides that bundle various instructional strategies and facilitate the use of formative, classroom-based assessments to meet the needs of each student. Students must have the opportunity, every year of their K–12 education, to learn and demonstrate what they know and can do against the litmus test of the on-grade-level standard. For some students, teachers must make a concerted and targeted effort in the design of lesson plans; assuring students are provided scaffolding to reach on-grade-level proficiency. In other words, the on-grade-level standard is the floor for all students, not the ceiling. It is the floor on which all students must be allowed to build their annual learning foundation so that year after year, the floor is elevating the student through a series of carefully laid out ‘stair steps’.

flat and ramp-like; doing so will create barriers to learning, holding students back, rather than to help them toward the pinnacle of their K–12 education. Teachers can support/bolster those stair steps with strong pedagogical scaffolds, which help accelerate students to their grade level goals/target outcomes. These classrooms provide promising opportunities of learning for their students. The classrooms where the ‘stair steps’ have become ramp-like, to remediate rather than accelerate students, often, by design, deny students access to their current on-grade-level standard thus inadvertently slow down learning throughout a student’s K–12 career. The NM IS is a set of documents that can support teachers in their ongoing quest to meet students where they are and accelerate them to on-grade-level proficiency or beyond.

Educators must never allow the ‘stair steps’ to become





## How was the NM Instructional Scope developed?

A large committee of dedicated New Mexico educators, from all regions of the state, representing all grade levels K–12, contributed to the development of the NM IS. They took this role, to represent all of NM, seriously and with a laser-like focus on equity in instruction that capitalizes on the multi-cultural landscape of our state. The premise was that supporting students to reach on-grade-level standards takes a concerted amount of focus on student need and specific lesson planning to accelerate rather than remediate. The collaborative team also realized that lesson planning can be supported with a specific set of tools that accentuate on-on-grade-level lesson planning. The committee’s thoughtfulness and commitment to the work will be evident through the New Mexico teacher voices educators will “hear” as they utilize this tool in conjunction with their school and district instructional guidance which will assure both vertical and horizontal articulation and the local level.

In consideration of New Mexico’s student body, and to understand the purpose of the NM IS there is important background information to share regarding its development. The operational definition for “curriculum” is important. The Glossary of Educational Reform states, “The term **curriculum** refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, *curriculum* is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes the [learning standards](#) or [learning objectives](#) they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, [assessments](#), and other methods used to evaluate student learning. An individual teacher’s curriculum,

for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course.”<sup>1</sup>



As a tool, the NM Instructional Scope is designed to support educators in providing a guaranteed, viable, and equitable curriculum that highlights how teachers can maintain and enhance culturally relevant and inclusive classrooms informed by a balanced assessment system that improves outcomes for all NM students. The principle, that a curriculum is made up of the learning standards, assessments, and instructional strategies, as defined above, guides us to assure that certain tenets are included in how each classroom is designed. Within the context of New Mexico and the fabric of its rich diversity it is critical that those tenets are focused on meeting student needs within the context of their local community. It is critical to capitalize on our communities' strengths while ensuring equal access to on-grade-level content across our state, districts, and hallways of our schools.

Robert Marzano first introduced the idea of a "guaranteed and viable" curriculum with the release of his book "What Works in Schools."<sup>2</sup> His premise was that a strong instructional system guarantees that regardless of their teacher or school all students will have access to the same content, knowledge, and skills. He described "viable" as both being accessible

to students and reasonable in scope for a teacher to be able to support students toward on-grade-level mastery.

***“Why should we ensure students have access to a guaranteed and viable curriculum?”***

***One of the most significant factors that impacts student achievement is that teachers commit to implementing a guaranteed and viable curriculum to ensure no matter who teaches a given class, the curriculum will address certain essential content.”***

*Robert Marzano*

The assertion for New Mexico is that curriculum implementation must also be equitable in how it addresses the diverse make-up of the local student body. Sharroky Hollie, in his book "Culturally and Linguistically Responsive Teaching and Learning"<sup>3</sup>, identifies the importance of validating, affirming, building, and bridging the backgrounds of all people. In addition, in research conducted by TNTP that was released in a report titled "The Opportunity Myth."<sup>4</sup>

The opportunity myth states that, "Far too many students graduate from high school still unprepared for the lives they want to lead. They enroll in college and land in remedial courses, or start jobs and discover they're missing skills they need." The opportunity myth, according to TNTP, especially impacts students of color, those from low-income families, those with mild to moderate disabilities, and English language learners. In consideration of the importance of a strong curriculum that takes into account the culture and diversity of our learners, a tool to help assure that all students have access to on-grade-level content each year became a critical mission for the PED.



# NM Instructional Scope Purpose and Use

The NM IS is a teacher influenced tool, designed to provide instructional planning support at the programmatic level for districts and instructional level for teachers. Its foundation stems from the vision and mission of the PED and came into existence to assure that students in NM will be engaged in a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of ALL students. This is also rooted in the belief that all students must have access to on-grade-level standards, focusing on acceleration.

In honor of (and with respect for) our committee of NM educators, let us be clear—the educators who contributed to the NM IS were adamant that “all” meant “all students.” Committee members defined this to mean that “all students” is inclusive of all cultural and linguistic backgrounds, students with learning disabilities or identified as gifted, students from all socio-economic backgrounds, indigenous learners, and in fact, any learner that arrives at the school house. The belief that all students deserve equitable access to high-quality instruction at their grade-level is a primary focus of THE PED demonstrated through the creation of the NM IS. Not only

does it mean all, but in New Mexico it also means a commitment to addressing the needs and facilitating the individual talents of students within the context of their local community

***“Students of color, those from low-income families, English language learners, and students with mild to moderate disabilities have even less access to these resources than their peers.”***

and culture and in relation to the global stage they will enter as adults.

The PED is committed to collaborating with districts to assure educators

are provided support, professional learning opportunities, and coaching in creating student outcome oriented lesson plans, including a variety of formative assessments, to support students toward proficiency or above on on-grade-level standards.

The NM IS made up of a set of tenets that inform strong student-centric lesson planning:

CORE TENETS ELA			CORE TENETS FOR MATHEMATICS		
Text at the Center of the Lesson		Use of Appropriately Complex Text	Standards for Mathematical Practices		
Knowledge Based		High-quality Tasks			
Full language of Standard	Strand and Anchor Standard	Standards Alignment and Clarification Standard	Standards Text	Cluster Statement	Connections and Clarifications
Possible Language Objectives			Relevance to Families and Communities		
Possible Misconceptions			Common Misconceptions		
Students Who Demonstrate Understanding can...					
Cross-Curricular Connections					
Culturally and Linguistically Responsive Instruction					
DOK/Blooms alignment to task					
Standards Aligned Instructionally Embedded Formative Assessments (high quality tasks)					
Multi-Layered System of Supports/Suggested Instructional Strategies					

A major assumption in designing the NM IS was to meet districts and schools where they are and harnesses their expertise and experience as they bring equitable access to strong instruction to all students. The operative word is “scope.”

The PED acknowledges two major assertions in the release of this tool:

1. District leadership, along with their principals, teachers, and educator peers play a critical role in the development of pacing guides and in sequencing standards in a way that is specific to their local community’s context..
  - a. To that end, specific guidance in the sequencing of standards should be informed, at the school level, by direction from the district. The sequencing should take into account, and guide teachers on, both vertical

and horizontal alignment of standards across the grade-levels and across district schools, as well as on the use of a balanced assessment system. For more information on NM’s balanced assessment system and how it supports classroom instruction please use this link: <https://webnew.ped.state.nm.us/bureaus/assessment-3/task-force/>

- b. The PED acknowledges that some districts within our state may have already created a scope and sequence (pacing guides) for their district. We applaud this work and encourage districts already on this path to continue to use and refine those documents. It is recommended that district leadership consider the major tenets utilized in the NM IS as guideposts in the ongoing refinement of instruction and a magnifying lens in renewing instructional practices.

c. The PED acknowledges that there are districts which would be interested in utilizing the NM IS “as is” (i.e., part of your district pacing guides) as they sequence the standards for each grade-level across the district. This type of use is encouraged and was a major motivator for convening a statewide committee of educators to create this tool.

2. Lesson planning is a foremost assumption in the art and science of teaching. It is a revered role of the teacher who is the educational leader that

is the closest to our students on a daily basis. To that end, it is important to note that the NM IS is not a set of lesson plans. Rather, it is intended as a set of major instructional tenets to be considered when lesson planning in alignment to the content standards/practices. These tenets are instructional strategies/practices to be considered and deliberated against the needs of students during the lesson planning process. The chief tenets provided in the NM IS are a set of tools intended to give teachers an opportunity to, both individually and collectively as a community of practice, design their lessons through

***“The Opportunity Myth invites us to flip the mantra ‘good teachers meet students where they are’ to ‘good teachers give all students access to challenging work with the support they need to access it.’***

*Emily Freitag*

the lens of strategies and community context.

- As a tool, the NM IS provides guidance on the use of a specific set of tenets that can enhance and inform lesson planning based on the following:
- The “**why**” for the development of the NM IS to provide a tool for all educators to use to meet the needs of our diverse statewide communities while assuring instructional equity across the state.
- The content standards are “**what**” is taught and what students are to learn and be able to do.
- The NM IS, in conjunction with the use of high-

quality instructional materials, provides the tools, tenets, strategies, and supports for “**how**” teaching to meet the needs of every single diverse learner in our culturally and linguistically rich state. For more information on the operational definition of high quality instructional materials and how they support classroom instruction please use this link: <https://webnew.ped.state.nm.us/bureaus/instructional-materials/>



# Connecting Acceleration to the Instructional Scope

The acceleration guide includes:

- core tenets of acceleration
- recommendations for accelerating student learning
- tips for connecting acceleration the NM IS
- tips for connecting acceleration to formative assessment practices
- *Assessment information is provided to help guide instruction and support monitoring student progress on grade-level assignments.*
- *Guidance is provided on how to utilize high-quality instructional materials that best support the accelerated approach.*

The following is an excerpt from the acceleration guide that can be located on the PED website in totality.

*Using the subject-specific pages in this guide in conjunction with the Instructional Scope should provide information on these details for use.*

- *Standards are defined as the most critical prerequisite skills and knowledge are **bolded**, so they stand out amongst the other standards. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time. **The bolded standards are the priority standards and the others need to be integrated.***
- *Information in the Instructional Scope will define all standards and instructional practices to consider when planning grade-level instruction for all students.*

*All of these components of the Instructional Scope are meant to provide a guide for educators. This resource, when used in conjunction with high-quality instructional materials, will allow all students to receive an acceleration of grade-level work to ensure rigorous and equitable instruction occurs in all New Mexico classrooms.*

## LOOKING TO THE FUTURE

Please note, this body of work parallels that of a dynamic classroom. The work of the classroom teacher is enduring as she/he/they works tirelessly to adjust to meet the needs of each student with each passing year. To that end, the inaugural release of the NM IS is purposely released as a 1.0 version. This work

will be ongoing and will rely on a partnership among New Mexico educators for input from NM classrooms to create updated versions.

Revisions will be developed based on feedback, in this collective effort as a professional body of educators to

***“The Instructional Scope supports acceleration by providing detail and clarity around standards, best practices for instruction, and what are the most critical prerequisite skills and knowledge for math and literacy.”***

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positively impact all students across the state. The unique cultural assets and the diverse needs of NM students will drive the process improvements with each new release. Research on educational practices and curriculum implementation along with feedback from NM educators will nourish the metamorphosis from version 1.0 to 2.0 from 2.0 to 3.0 and so on and so forth.

It is also important to note, that the NM IS will continue to grow beyond the content areas of mathematics and English language arts with the planned addition of science and social studies content in the future. This is a living document that will reflect the needs of NM educators and their students, so please refer back to the NM IS for ongoing upgrades and revisions.

#### Endnotes

- 1 <https://www.edglossary.org/curriculum/>
- 2 ISBN 087120717b
- 3 ISBN 978-1-4258-0686-6
- 4 <https://tntp.org/publications/view/student-experiences/the-opportunity-myth>