

2022 NMPED Criteria and Guidance for Reviewing Core Instructional Materials for Cultural and Linguistic Relevance

These criteria are updated annually by the New Mexico Public Education Department (PED) in preparation for the state instructional materials review to be conducted by the PED and New Mexico educators in the spring. The criteria are used for the review of all subject areas. The references to “standards” in the criteria and focus questions are all related to the [New Mexico Content Standards](#) for each content area. The following resources were referenced in the development of the criteria within the document: [NMPED’s High-Quality Instructional Materials Resource Manual](#) (2021); [NMPED’s CLR Scorecard for ELA Curricular Materials](#) (2021); and the [English Learners Success Forum \(ELSF\) Guidelines for ELA and Mathematics](#) (2015).

Focus Areas: Each focus area is clearly marked at the top of each section, with an accompanying brief description.

- **Criteria:** The left-hand column remains unchanged as the criteria column, with each criterion aligned with the focus area.
- **Focus Questions:** The center column of the document provides a few specific questions about each criteria to help reviewers focus their materials review on the substance of the criteria.
- **Look fors/Examples:** The right-hand column now provides “look fors” and examples of what reviewers might see in the instructional materials that demonstrate the presence of the criteria. These are just suggestions of what reviewers might see -- it is not expected that any set of instructional materials will contain all of the look fors and examples, and they may contain different examples.

FOCUS AREA: EXTENSIVE SUPPORT: Instructional materials give all students extensive opportunities and support to explore key concepts.		
Criterion 1: Instructional materials can be customized or adapted to meet the needs of different student populations.	Focus questions: <ul style="list-style-type: none"> ● Do the instructional materials offer multiple pathways within lessons for one concept/idea/content area that will allow teachers to choose the most appropriate pathway for their students? ● Are teachers able to customize or adapt the instructional materials for local use? 	Look fors/Examples: <ul style="list-style-type: none"> ➤ such as multiple approaches, multiple entry points, a variety of ways to show learning, use of accessible formats ➤ such as student and/or community interests, local events
Criterion 2: Instructional materials provide differentiated strategies and/or activities to meet the needs of students working below proficiency and those of advanced learners.	Focus questions <ul style="list-style-type: none"> ● Do the instructional materials provide strategies for students working below proficiency to show learning in a variety of ways? 	Look fors/Examples: <ul style="list-style-type: none"> ➤ such as reteaching, small group and individual work, partner work, use of sentence and paragraph frames, variety of presentation/product

	<ul style="list-style-type: none"> Do the instructional materials provide strategies for advanced learners? 	<ul style="list-style-type: none"> such as extended research, deeper study of the topic, comparative studies, variety in presentation/product
<p>Criterion 3: Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.</p>	<p>Focus questions</p> <ul style="list-style-type: none"> Do the instructional materials provide appropriate linguistic support strategies (scaffolding) for ELs and Culturally and Linguistically Diverse students? Do the instructional materials provide accommodations and modifications as allowed by student IEPs? Is text engineering evident in the instructional materials as a way to support student understanding of texts? (ELSF FA II/4b) 	<p>Look fors/Examples:</p> <ul style="list-style-type: none"> such as small group and individual work, visual organizers, sentence frames, hands-on material, role plays, word walls, student glossaries, vocabulary practice, student discourse practice such as modified texts, audio recordings, visual tools, repeated practice, use of accessible materials and formats such as chunking a text, inserting headings, inserting questions, words bolded for vocabulary, pop-up glossary, inserting line numbers to a text
<p>Criterion 4: Instructional materials provide strategies and resources for teachers to inform and engage parents, family members, and caregivers of all learners about the program and provide suggestions for how they can help support student progress and achievement.</p>	<p>Focus questions</p> <ul style="list-style-type: none"> Do the instructional materials provide strategies and resources for informing parents, family members, and caregivers about the program? Do the instructional materials provide suggestions for how parents, family members, and caregivers can help support students' progress and achievement? Are these resources for families written in family-friendly language? Are they clear and simple? 	<p>Look fors/Examples:</p> <ul style="list-style-type: none"> such as newsletters, unit summaries, take-home tasks, student-led family activities, and web links in a variety of languages such as reviewing homework, checking student assignment logs, availability of homework help resources, use of home language, reading at home, family letters, using online support available through the program
<p>Criterion 5: Instructional materials include opportunities for all students that encourage and support creative thinking and effective problem-solving skills.</p>	<p>Focus questions</p> <ul style="list-style-type: none"> Do the instructional materials cultivate students' creative thinking skills? 	<p>Look fors/Examples:</p> <ul style="list-style-type: none"> such as posing multiple possibilities, brainstorming, use

	<ul style="list-style-type: none"> Do the instructional materials encourage students to develop their problem-solving skills? 	<p>of protocols, making comparisons, class projects</p> <ul style="list-style-type: none"> such as looking at innovative methods, sequencing solutions, mock problem debates, researching approaches from other content areas
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FOCUS AREA: CULTURAL AND LINGUISTIC PERSPECTIVES:

Instructional materials represent a variety of cultural and linguistic perspectives.

<p>Criterion 6: Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.</p>	<p>Focus questions</p> <ul style="list-style-type: none"> Do the instructional materials reflect an asset-based model of teaching and learning by affirming students' backgrounds in the materials themselves and in the student discussions? Do the instructional materials reflect a respect for the languages of the people represented, especially languages of the students themselves, without characterizing any as negative? 	<p>Look fors/Examples:</p> <ul style="list-style-type: none"> such as beginning with what students already know from home, community, and school; such as offering instructional strategies for students to work together cooperatively such as encouraging students to share their cultural and linguistic backgrounds as assets, identifying cognates in languages, similarities in cultural expressions
<p>Criterion 7: Instructional materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes.</p>	<p>Focus questions</p> <ul style="list-style-type: none"> Do the instructional materials provide opportunities for students to learn about, challenge, and counteract stereotypical images and ideas of a particular type of person, group of people, behavior, or event? Do the instructional materials depict nontraditional as well as traditional roles in their communities? 	<p>Look fors/Examples:</p> <ul style="list-style-type: none"> such as use of varied texts from diverse perspectives such as representations of cultures and traditions that are respectful and bias-free (e.g., Native Americans and European settlers) such as representations including photos, illustrations, clothing, foods, dialogue, data, charts, activities such as mankind v. humankind, policeman v. police officer such as a variety of family structures (nuclear family, single parent, adopted/foster children, stepparents, same-sex

		parents, multigenerational families)
Criterion 8: Instructional materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse cultural and linguistic backgrounds.	<p>Focus questions</p> <ul style="list-style-type: none"> • Are tasks and topics authentic, relevant, and representative of different backgrounds, languages, interests, and life experiences? • Do the instructional materials guide teachers in how to value home language as a resource for learning content? • Do the instructional materials recognize students' background knowledge and interests and endeavor to activate them for disciplinary learning? 	<p>Look fors/Examples:</p> <ul style="list-style-type: none"> ➤ such as multiple points of view, first-person accounts, inclusion of historical context ➤ such as use of home language in pre-activities, vocabulary study, companion texts, opportunities for student responses, students' oral and written presentations

FOCUS AREA: INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS:

Instructional materials highlight diversity in culture and language through multiple perspectives.

Criterion 9: Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.	<p>Focus questions</p> <ul style="list-style-type: none"> • Do the instructional materials provide strong, research-based guidance to teachers on how to plan for instruction that is culturally and linguistically responsive? (CLR-TS1) • Do the instructional materials guide teachers on how to elicit and incorporate cultural knowledge and students' interests into the lessons? (FA IV/10b) 	<p>Look fors/Examples:</p> <ul style="list-style-type: none"> ➤ such as background research on diversity, annotated bibliographies, notations in the Teacher Edition that highlight the areas of diversity in the materials, historical context of issues ➤ such as multiple entry points for student background knowledge and entry points for students' interests, pre-surveys of student background and interests
Criterion 10: Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.	<p>Focus questions</p> <ul style="list-style-type: none"> • Do the instructional materials validate and affirm the strengths of the broad range of people they include, especially groups that historically have been marginalized or underappreciated, rather than focusing on their perceived weaknesses? (CLR-P2) 	<p>Look fors/Examples:</p> <ul style="list-style-type: none"> ➤ such as asset-based perspectives and representations of people and their contributions ➤ such as authors or artists who represent the culture they are depicting

<p>Criterion 11: Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.</p>	<p>Focus questions</p> <ul style="list-style-type: none"> ● Do the instructional materials include images, stories, and information about the various groups of people who live or have lived in New Mexico? (CLR-R2) ● Do the instructional materials validate and affirm the various cultures and languages that exist and that have existed in New Mexico? (CLR-P3) ● Do the instructional materials provide opportunities for students to engage with multiple points of view from a broad range of people, including the voices of New Mexico’s indigenous populations? (CLR-CC1) 	<p>Look fors/Examples:</p> <ul style="list-style-type: none"> ➤ such as asset-based perspectives and representations of people who live or have lived in New Mexico ➤ such as affirmative representation of the various cultures and languages of New Mexico in the past and present ➤ such as the inclusion of different points of view and perspectives of the people of New Mexico in the past and present ➤ such as inclusion of different points of view and perspectives of New Mexico’s indigenous populations
<p>Criterion 12: Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.</p>	<p>Focus questions</p> <ul style="list-style-type: none"> ● Do the instructional materials value and recognize cultural sensitivity regarding race, religion, socioeconomic status, orientations, and views? 	<p>Look fors/Examples:</p> <ul style="list-style-type: none"> ➤ such as portrayals of people and groups that show respect for their race, religion, socioeconomic status, orientations, and views