

A large, stylized outline of the state of New Mexico in a dark red color. The outline is thick and has a slightly irregular, hand-drawn feel. It is positioned behind the main title text.

# NEW MEXICO INSTRUCTIONAL SCOPE

**July 2021**

**Language Arts 2.0**

**Math 2.0**

**Science 1.0**



The State of New Mexico  
New Mexico Public Education Department

**Teaching, Learning and Assessment**

**Division of Curriculum & Instruction**

## **New Mexico Instructional Scope 2.0**

**Issued 2021**

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### **Notes**

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

## **A Message Regarding Reentry After the COVID-19 Global Pandemic**

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 2021/2022 school year faced with the challenge of reentry.

PED reentry guidance outlines a phased approach including COVID-19 safe operating categories for "remote," "hybrid," and "full reentry" 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 (Math/ELA) and bundling standards (Science) 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 NMIS and they embed this support within the NMIS. Consequently, the NMIS is being released with [acceleration guidance](#).



## New Mexico's Vision and Goals

New Mexico (NM) 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 (NMIS) is designed to help every student in preparing to meet the challenges of college and/or career immediately upon graduation without the need for remediation. In fulfilling this promise to the students in NM, and then to deliver on that promise, the NMIS will support educators in utilizing an acceleration approach, rather than remediation, to ensure all students have equitable access to grade-level standards.

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*“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.”* (TNTP, 2018, pg.56)

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

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

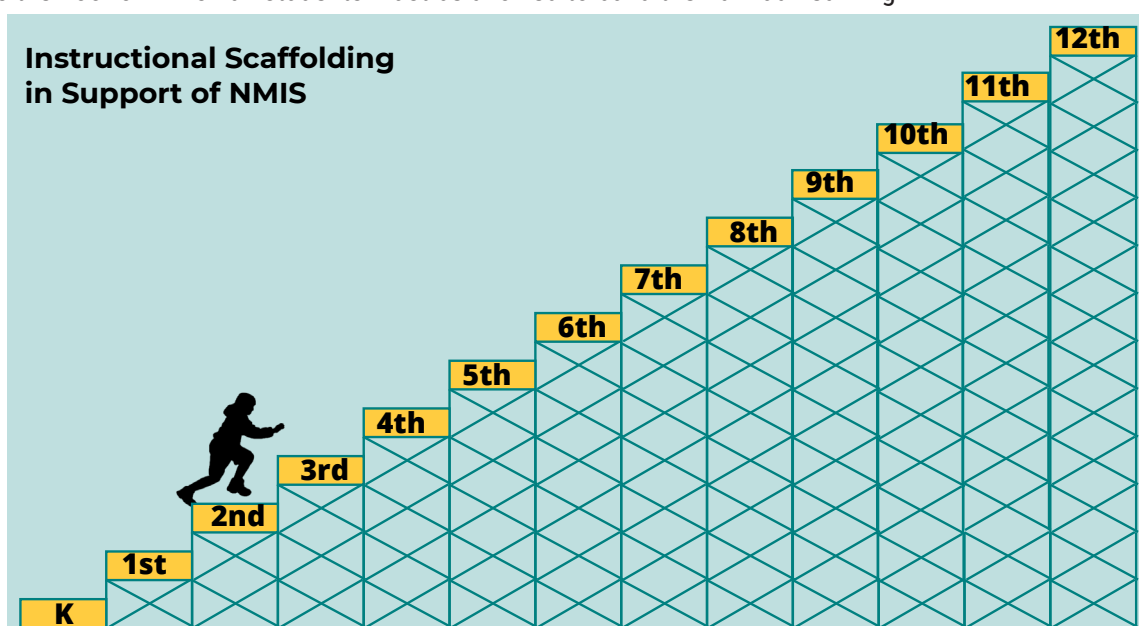
NM educators know the strengths of our state are well rooted in the cultural and linguistic diversity of each of our local communities. Our student and teacher success stories become the foundation upon which NM thrives and influences the success of our families and community. The best instructional lessons must be rooted in the strengths of our 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 NMIS is an example of one tool 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 NMIS 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.'

Educators must never allow the 'stair steps' to become 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, by design, deny students access to their current on-grade-level standard thus inadvertently slowing learning throughout a student's K–12 career. The NMIS 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.



*"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

## How was the NM Instructional Scope developed?

In consideration of New Mexico's student body, to understand the purpose of the NMIS we first must share some background for how it came into development. A large committee of dedicated NM educators, from all regions of the state, representing all grade levels K–12, contributed to the development of the NMIS. 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 at the local level.

The operational definition for what we mean when we say curriculum is important. The *Glossary of Educational Reform* states:

That [curriculum](#) refers to the lessons and academic content taught in a school or 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 (2015).

**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 NM 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.



*"One of the most significant factors that impacts students 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

Robert Marzano first introduced the idea of a guaranteed and viable curriculum with the release of his book *What Works in Schools*. 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 (Marzano, 2003). The assertion for NM is that curriculum implementation must also be equitable in addressing the diverse make-up of the local student body. Sharroky Hollie, in his book *Culturally and Linguistically Responsive Teaching and Learning*, identifies the importance of validating, affirming, building, and bridging the backgrounds of all people (2017). In addition, in research conducted by The New Teacher Project (TNTP) released in *The Opportunity Myth* (2018) noted 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.

*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.*

## NM Instructional Scope Purpose and Use

The NMIS 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 NMIS, both 1.0 and 2.0, 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 NMIS. 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 and culture and in relation to the global stage they will enter as adults.

The NMIS made up of a set of tenets that inform strong student-centric lesson planning. For a full listing of the tenets, please see Addendum A. Returning users to the NMIS will notice as English language arts 2.0, math 2.0 and science 1.0 were in development, two major tenets received critical considerations for expansion: the Multi-Layered System of Supports (MLSS) and Culturally and Linguistically Responsive Instruction (CLRI).

Driven by student progress data for grade-level standards, the MLSS works to empower educators with a comprehensive system to make evidence based-decisions that are fluid, timely and meaningful. When using the NMIS to plan instruction, teachers should consider universal (Layer 1) learner supports that provide all students with the ability to access grade-level standards and content. Data may indicate that some students require more targeted (Layer 2) and intensive (Layer 3) interventions to master grade-level standards and utilizes grade-level standards and content, include instruction that is tailed to specific gaps/needs, increase the time and intensity of educator supports, and include immediate corrective feedback with frequent checks for progress. To assist educators in making data-driven and timely student support decisions, the PED developed the MLSS Continuum of Support Flowchart that provides guidance for progress monitoring and student interventions for each layer of support. Please visit [the MLSS website](#) for this and other resources.



CLRI is a bedrock for all instruction in NM that creates an instructional environment from a student-centric perspective. Consequently, integrated into the NMIS is a rich set of suggestions to assure students can access grade-level content through their experiences. This integration allows students' cultural perspectives to enrich the daily practices in the classroom. The NMIS provides information to support teachers in helping students actively engage with their peers and to learn from the perspective of others in relation to the standards. This allows students access to the content in enriching and relevant ways to make the learning more effective and meaningful. Our teacher committee worked to include the use of student discourse throughout the NMIS, intending to support teachers in creating lessons with a strong mindset for allowing the rich diversity of NM's students to come to life in each classroom in recognition of and to elevate the identities and cultural knowledge of each student in each lesson. Examples for facilitating student discourse to support a culturally responsive pedagogy are now integrated into every standard. In addition, the [PED's Culturally and Linguistically Responsive Guidance Handbook](#) is an excellent resource to access as an accompaniment to the NMIS. The CLR Guidance Handbook provides support, research, and additional information on pedagogy in support of teachers facilitating student discourse through Hollie's framework for validating, affirming, building, and bridging concepts highlighted in each standard throughout the NMIS.

## Commitment to Districts

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 various formative assessments, to support students toward proficiency or above on on-grade-level standards.

A major assumption in designing the NMIS 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 other educational professionals 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. More information on NM's balanced assessment system and how it supports classroom instruction is found on [the Assessment Literacy and Task Force website](#).
  - 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 instructional tenets utilized in the NMIS as guideposts in your ongoing refinement and a magnifying lens in renewing instructional practices.





- c) The PED acknowledges that there are districts which would be interested in utilizing the NMIS “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 who is the closest to our students daily. It is important to note that **the NMIS is not a set of lesson plans**. Rather, it is intended as a set of major instructional tenets to be considered when lesson planning aligns with the content standards/practices and ongoing formative assessment. 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 NMIS 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 lens of strategies and community context.

As a tool, the NMIS 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 NMIS 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” we teach and what we want our students to learn and be able to do.
- The NMIS, in conjunction with the use of high-quality instructional materials, provides the tools, tenets, strategies, and supports for “how” we teach to meet the needs of every single diverse learner in our culturally and linguistically rich state. More information on the operational definition of high quality instructional materials and how they support classroom instruction can be found on the [Instructional Materials Bureau website](#).

## Connecting Acceleration to the Instructional Scope

*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.*

### General Acceleration Considerations

1. Information below is an excerpt from [the Instructional Acceleration Guide](#):

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

- In Math and ELA, priority standards, as identified by the PED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. 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. Information in the Instructional Scope will define all standards and instructional practices to consider when planning grade-level instruction for all students. In Science, educators can use bundling of standards as a strategy for acceleration.
- 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.
2. [Acceleration guidance specific to English language arts](#)
  3. [Acceleration guidance specific to math](#)
  4. [Acceleration guidance specific to science](#)

All of these components of the Instructional Scope are meant to provide a guide for educators in the use of acceleration during universal instruction (MLSS) to assure equitable access to grade level content for all students. This resource, when used in conjunction with high-quality instructional materials, will allow all students to participate in on-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 work(s) tirelessly to adjust to meet the needs of each student with each passing year. To that end, the inaugural release of the NMIS is purposely released as a 1.0 version. This work will be ongoing and will rely on a partnership with you as we continually utilize input from NM classrooms to create updated versions.

Revisions will be developed based on feedback, as we work collectively as a professional body of educators to positively impact all students across the state. The unique cultural assets and the diverse needs of our students will drive the process improvements with each new release. Research on educational practices and curriculum implementation along with feedback from our 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.

This is a living document that will reflect the needs of our educators and their students, so please refer back to the NMIS for ongoing upgrades and revisions.

## References

- Curriculum Definition*. The Glossary of Education Reform. (2015, August 12). <https://www.edglossary.org/curriculum/>.
- Hollie, S. (2017). *Culturally and Linguistically Responsive Teaching and Learning – Classroom Practices for Student Success, Grades K-12 (2nd ed.)*. Shell Educational Publishing.
- Marzano, R. J. (2003). *What Works in Schools: Translating Research into Action*. Association for Supervision & Curriculum Development.
- TNTP. (2018). *The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down—and How to Fix It*. [https://tntp.org/assets/documents/TNTP\\_The-Opportunity-Myth\\_Web.pdf](https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf)

# Core Tenets

Core Tenets for ELA		Core Tenets for Mathematics		Core Tenets for Science		
Standard	Vertical Alignment	Standard	Standards for Mathematical Practices	Performance Expectations, Clarification Statements, & Assessment Boundaries		
Clarification Statement	Vocabulary for Teacher Development					
Students Who Demonstrate Understanding Can...		Clarification Statement	Students Who Demonstrate Understanding Can...	Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
DOK	Blooms	DOK	Blooms	Articulation/Connections to Other DCIs		
Possible Aligned Language Objectives		Student Discourse Guide		Sample Phenomena		
Common Misconceptions						
Cross-Curricular Connections						
Culturally and Linguistically Responsive Instruction						
Standards Aligned Instructionally Embedded Formative Assessments (high-quality tasks)						
Multi-Layered System of Supports/Suggested Instructional Strategies						

## NMIS Addendum A

For more information: <https://webnew.ped.state.nm.us/bureaus/curriculum-instruction/> (July 2021)