

NEW MEXICO
INSTRUCTIONAL
SCOPE

July 2022
Language Arts 2.0
Math 2.0
Science 1.0
Social Studies 1.0



The State of New Mexico
New Mexico Public Education Department

Teaching, Learning, and Assessment

Division of Curriculum & Instruction

New Mexico Instructional Scope 3.0
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Notes

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



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 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 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 delivering 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.



“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, and 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, and 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.

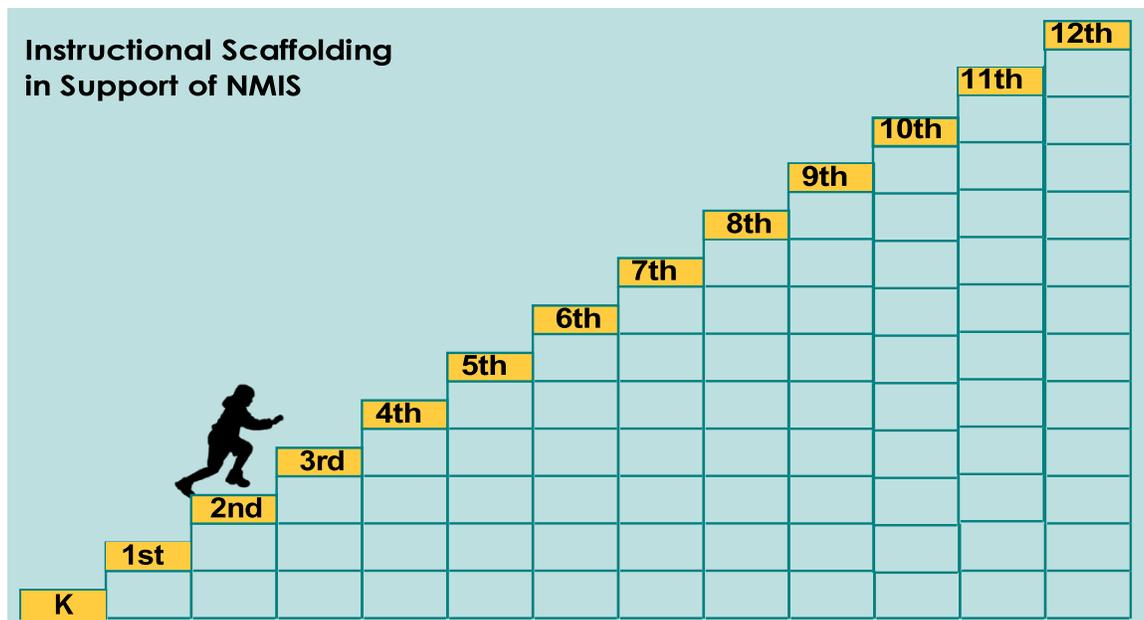
NM educators know the strengths of our state are well rooted in the cultural and linguistic diversity of each of our local communities. Our student and teacher success stories become the foundation upon which NM thrives and influences the success of our families and community. The best instructional lessons must be rooted in the strengths of our people across this great state. The PED is committed to partnership with educators to assure 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 essential components 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. Every year of their K–12 education, students must have the opportunity 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

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, sliding students back rather than

helping them toward the pinnacle of their K–12 education. Teachers can support and bolster those stair steps with strong pedagogical scaffolds, which help accelerate students to their grade level goals and target outcomes. These classrooms provide promising opportunities for 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 tools 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 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 is supported by a specific set of tools that accentuate 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 “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 NMIS 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 ensure 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 essential 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 all students will have access to the same content, knowledge, and skills regardless of their teacher or school. He described viable as both being accessible to students and reasonable in scope for a teacher

to support students toward on-grade-level mastery (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, The New Teacher Project released “The Opportunity Myth” (2018) with research that noted far too many students graduate from high school still unprepared for the lives they want to lead. They enroll in college and land 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. Considering the importance of a strong curriculum that takes into account the culture and diversity of our learners, a tool to help ensure 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.

The educators who contributed to the NMIS, 1.0 and 2.0, were adamant that “all” meant “all students.” Committee members defined this to mean that “all students” is inclusive of any learner who arrives at the schoolhouse, especially those from diverse cultural and linguistic backgrounds, students with learning disabilities or identified as gifted, students from all socio-economic backgrounds, and indigenous learners. The belief that all students deserve equitable access to high-quality instruction at their grade level is a primary focus 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 is 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 language arts 2.0, math 2.0, science 1.0, and social studies 1.0 were in development, two major tenets received critical considerations for expansion: the Multi-Layered System of Supports and Culturally and Linguistically Responsive Instruction.

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 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 ensure 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 leverage the expertise of districts and schools 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:

- I. **District leadership, along with their principals, teachers, and other educational professionals, play a critical role in the development of pacing guides and 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 some districts within the 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 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 closest to our students daily. It is important to note **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 and 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

- I. Information below is an excerpt from [the Instructional Acceleration Guide](#):
- Using the NMIS supports acceleration by providing detail and clarity around standards, best practices for instruction, and the most critical prerequisite skills and knowledge for math and literacy. 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 and are bolded or highlighted in red, depending on the subject area, so they stand out amongst the other standards. This does not mean these are only standards required to be taught, just that these are the standards that will allow for the acceleration the students of New Mexico need during this time. The bolded or red-highlighted 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.
 - 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 language arts.](#)
 3. [Acceleration guidance specific to math.](#)
 4. [Acceleration guidance specific to science.](#)
 5. [Acceleration guidance specific to social studies.](#)

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 ensure 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 they work tirelessly to adjust to meet the needs of each student with each passing year. The NMIS will be renewed regularly, so be on the lookout for future versions beyond 1.0. 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

- The Glossary of Education Reform*. (2015, August 12). The Glossary of Education Reform. <https://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*. tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf

Core Tenets

Core Tenets for Language Arts		Core Tenets for Mathematics		Core Tenets for Science			Core Tenets for Social Studies	
Standard	Vertical Alignment	Standard	Standards for Mathematical Practices	Performance Expectations, Clarification Statements, and Assessment Boundaries			Anchor Standard	Performance Standard(s)
Clarification Statement	Vocabulary for Teacher Development						Theme	Vertical Alignment
Students Who Demonstrate Understanding Can...		Clarification Statement	Students Who Demonstrate Understanding Can...	Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts	Compelling/Supporting Questions	Vocabulary for Teacher Development
DOK	Blooms	DOK	Blooms	Articulation/Connections to Other DCIs			DOK	Blooms
Possible Aligned Language Objectives		Student Discourse Guide		Sample Phenomena			Inquiry	Student Discourse Guide
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: webnew.ped.state.nm.us/bureaus/curriculum-instruction/ (July 2022)