

Operational Definition of Acceleration in New Mexico

Learning acceleration is an instructional framework that assumes all students engage with grade-level academic standards. Accelerated learning enables educators to connect unfinished learning with new ideas and new information, all while engaging with grade-level content and celebrating student cultural wealth. Learning acceleration is in opposition to the concept of remediation, which “meets the students where they are” and withholds access to grade-level standards until standard mastery for earlier grades is demonstrated.

Core Values of Acceleration

1. Grade-level Content is the academic priority. Submit every idea to a simple test: will this help every student get back to grade level? This does not mean ignoring social/ emotional or other non-academic needs; addressing those are core to setting students up for success. More importantly, you should prioritize accelerating students’ learning by accelerating their exposure to grade-appropriate content—so that every student can get back to grade level.
2. Address inequities head-on: understanding that access to grade-level instruction is a key lever in educational equity, you must ensure all your instructional plans account for the academic and social/emotional support students will need. Furthermore, you must ensure curricula and teaching practices are culturally and linguistically responsive to the needs of your students.
3. Support ALL stakeholders: moving the needle forward through accelerated learning takes more than just teachers working with students. It takes a whole-community approach in understanding the depth of need and providing creative, evidence-based solutions. When things get tough, remember to assume the best of your students, families, and fellow staff throughout the school year. As you plan supports for students and families, make sure you share how decisions have been made and who was consulted in making those decisions.

Recommendations for accelerating student learning: *assess the scenario for learning and proceed through these steps:*

1. Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level.
2. Plan your approach to diagnosing students’ unfinished learning in the prerequisite knowledge and those prerequisite skills.
3. Adapt your scope and sequence/pacing guidance for each subject and grade level to reflect where teachers might need to provide acceleration support.
4. Monitor your students’ progress on grade-appropriate assignments.
5. Adjust your support for teachers and leaders based on student results. Consider how to address specific learning needs and where targeted intervention may be needed.

Connecting Acceleration to the New Mexico Instructional Scope 3.0

The NMIS supports acceleration by providing detail and clarity around standards, best practices for instruction, and how to use the New Mexico social studies standards to identify prerequisite knowledge and skills. Using the subject-specific pages in this guide, in conjunction with the Instructional Scope, should provide information on these details for use:

- The implementation guide provides guidance on how to link grade-level learning to what students should know in order to diagnose where targeted acceleration should occur in order to ensure all students spend the majority of their year working on grade-level standards. (For clarity, consider: The implementation guide guides how to link grade-level learning to what students should know to diagnose where targeted acceleration should occur and ensure all students spend the majority of their year working on grade-level standards.)
- 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.



New Mexico Instructional Scope

Public Education Department

- Guidance is provided on how to utilize high-quality instructional materials that best support the accelerated approach.