New Mexico's Roadmap
to Accelerated Learning and Renewal

NMPED
NEW MEXICO
Public Education Department

Mission 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.

Vision 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.

In the work towards this mission, NMPED endeavors to provide guidance and support that assures high expectations of **all students** and ensures a guaranteed, viable, culturally responsive, and equitable curriculum for **all students**. NMPED has thus developed a roadmap for coming back to school that is grounded in an instructional framework we call Accelerated Learning.

Clearly, students have lost traditional, in-person, instructional time. Clear too, educators have had to pivot, adjust, and learn new instructional strategies over the past school year. Perhaps in some cases, this has led to unfinished teaching and learning; undeniably, the COVID-19 pandemic has had an impact on education.

However, NMPED does not believe in *lost* learning. Rather, we hope to convey that all education and learning is gained, an asset, and something to build from. In this way, students' cultural assets and their background knowledge are essential elements of renewal. Educators' skills, professional learning, and communities of practices are essential elements of renewal. And importantly, lessons we have learned through the pandemic are essential elements to renewal and an improved education system for the state.

Accelerated Learning

Accelerated Learning is an instructional framework that assumes **all students** engage with grade-level academic standards. In order for accelerated learning to work, three foundational tenets are critical:

1. Educators must have a growth mindset that recognizes students (and families) are capable of engaging with grade-level standards and rigorous content.

2. Educators must foster anchor competencies that support student agency and whole child instruction, and

3. Educators strategically prioritize academic knowledge while offering just-in-time support structures.

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.

Different from this instructional framework is the very traditional approach of remediation—teaching below grade level standards. While long-standing, this is not an effective instructional model and will likely compound the impact of the pandemic. This approach of "meeting students where they are," though well intentioned, practically guarantees students will lose more academic ground and reinforces misguided beliefs that some students cannot do grade-level work. Indeed, students may never "catch-up." Often, students stuck in this vicious cycle are disproportionately the most vulnerable: students of color, from low-income families, with special needs, or students learning English.

Stops Along the Road

The NMPED Roadmap to Accelerated Learning and Renewal is designed with the following four sections.

① A Plan for How to Implement Accelerated Learning at your School Site that includes:

ⓐ Leveraging data to determine unfinished learning, potential gaps, and ensure strategic movement to grade-level content.

ⓑ Assuring priority academic content and high quality instructional materials undergird lessons and curriculum.

ⓒ Employing intentional structures that are designed for intervention such as high dosage tutoring.

ⓓ Understanding and implementing social emotional renewal; integrating cultural responsiveness and SEL competencies as anchor elements of student and staff success.

ⓔ Prioritizing family and community engagement as a cornerstone in creating the vision set forth by NMPED of a culturally and linguistically responsive educational system that meets the social, emotional, and academic needs of all students.

② A Resource for Designing Schedules and Staff Considerations

③ A short description of allowable uses for Elementary and Secondary School Emergency Relief (ESSER) II Fund Awards that support Accelerated Learning: Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act

④ An Informational List that provides districts and schools with guidance on best practices, research, established programs and resources to consider for moving to in-person instruction that prioritizes the whole child and maximizes budget.

Our Theory of Change
to Support Acceleration and Renewal

If school teams identify student baseline knowledge, learning gaps and potential unfinished learning, and

If high quality, culturally responsive instructional materials and curriculum are identified and used, and

If teachers receive professional development on using this curriculum and employing such pedagogical strategies, and

If educators collaboratively and deliberately plan for intentional intervention (such as high dose tutoring), and

If school leadership teams utilize creative, flexible staffing models to ensure accelerated learning can be employed, and

If schools are safe, inclusive, and grounded in trusting relationships that value all students, and

If families and communities are valued, understand the tenets of accelerated learning, are engaged, and supportive of programs and structures,

Then, equitable access to a guaranteed, viable, culturally relevant curriculum will be achieved for all students, learning outcomes will improve, and renewal from the pandemic as well as an improved education system will emerge for New Mexico.

Section 1 Plan for How to
Implement Accelerated Learning at your School

NMPED hopes to respond to districts and schools by providing the following plan for how to implement accelerated learning. The plan is based on an outline that includes:

a. assessment,

b. instructional content, materials, and pedagogy,

c. intentional structures that support intervention,

d. social emotional frameworks, and

e. community engagement. For the greatest impact, all components are vital and should be implemented in tandem.
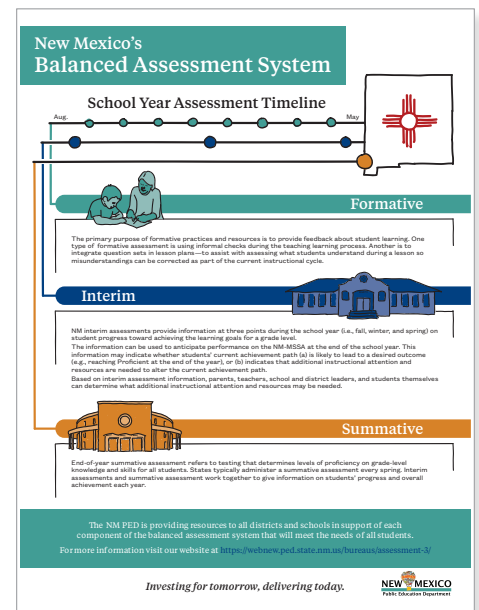
(a) Assessment

NMPED offers supports for how schools and districts can leverage data to determine unfinished learning, potential gaps, and ensure strategic movement to grade-level content. The links below offer broad resources and information.

- NMPED Balanced Assessment System
- NMPED Assessment website

Available Resources

NMPED Reentry Webinar Series

- Accelerating Learning Through the Use of a Guaranteed, Viable, and Equitable Curriculum
- Identifying Learning Needs Through Formative Practices
- Differentiating Instruction to Address Learning Needs
- Using Multiple Measures in a Balanced Assessment System

New Mexico's
Balanced Assessment System

School Year Assessment Timeline

Formative

The primary purpose of formative practices and resources is to provide feedback about student learning. One type of formative assessment is using informal checks during the teaching learning process. Another is to integrate question sets in lesson plans—to assist with assessing what students understand during a lesson so misunderstandings can be corrected as part of the current instructional cycle.

Interim

NM interim assessments provide information at three points during the school year (i.e., fall, winter, and spring) on student progress toward achieving the learning goals for a grade level.
The information can be used to anticipate performance on the NM-MSSA at the end of the school year. This information may indicate whether students' current achievement path (a) is likely to lead to a desired outcome (e.g., reaching Proficient at the end of the year), or (b) indicates that additional instructional attention and resources are needed to alter the current achievement path.
Based on interim assessment information, parents, teachers, school and district leaders, and students themselves can determine what additional instructional attention and resources may be needed.

Summative

End-of-year summative assessment refers to testing that determines levels of proficiency on grade-level knowledge and skills for all students. States typically administer a summative assessment every spring. Interim assessments and summative assessment work together to give information on students' progress and overall achievement each year.

The NM PED is providing resources to all districts and schools in support of each component of the balanced assessment system that will meet the needs of all students.
For more information visit our website at https://webnew.ped.state.nm.us/bureaus/assessment-3/

Investing for tomorrow, delivering today.

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How to Address Gaps

Focus on priority content
Provide guidance to teachers about which knowledge and skills is priority with this grade level and in relationship to the next

Check-ups to assure that 75% of assignments are grade-appropriate, and that there are no gaps in access to grade-appropriate assignments by demographics (including racial demographic groups, Students with IEPs, multilingual learners or students with receive free and reduced lunch).

Tool: Student Experience Assessment Guide

Tool: Assignment Review Protocols

All students should have access to strong instruction that addresses gaps in prior learning within the context of grade-appropriate assignments

- Utilize formative assessments, do ongoing check-ups of student progress, provide support in skill development
- Use informal walk-through observation as opportunity to provide feedback to teachers

Ⓑ Curriculum Implementation in NM

Schools and educators must strategically prioritize academic content and utilize high quality instructional materials for accelerated learning to happen. In order to support this work, NMPED offers the following resources that highlight high quality, culturally relevant instructional materials.

GUARANTEED: A strong instructional system guarantees that regardless of their teacher or school all students will have access to the same content, knowledge, and skills. (Robert J. Marzano)

VIABLE: A viable curriculum is both accessible to students and reasonable in scope for a teacher to be able to support students toward on-grade-level mastery. (Robert J. Marzano)

EQUITABLE: An equitable curriculum addresses the diverse make-up of the local student body and must validate, affirm, build, and bridge the backgrounds of all people. (Sharroky Hollie)

Operational Definition of Curriculum & High Quality Instructional Materials

CURRICULUM: "…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." –The Glossary of Educational Reform

HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM) are content-rich, fully accessible, culturally and linguistically relevant, free from bias, research-based, and aligned to New Mexico state standards. They are written with clear purpose, effective lesson structure, and pacing to provide flexibility for teachers to best suit the learning styles of all students, encouraging inquiry and curiosity. HQIM may also provide a variety of relevant assessments to equip teachers with professional tools to evaluate student comprehension of the content and provide deeper understanding of the standards. Learn more.

NEW MEXICO INSTRUCTIONAL SCOPE

NM Instructional Scope (NMIS): Support for Acceleration During Reentry and Beyond

- NMIS Provides detail and clarity around standards, best practices for instruction, and what are the most critical prerequisite skills and knowledge for math and literacy.
- Standards are defined as the most critical prerequisite skills and knowledge are **bolded**, so they stand out amongst the other standards.
- Information in the Instructional Scope will define all standards and instructional practices to consider when planning grade-level instruction for all students.
- Formative 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.

Core Tenets of Acceleration

These tenets are the set of values New Mexico believes should guide instructional decisions for the 2020–2021 school year.

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

Losing so much of this school year has likely exacerbated existing inequities and opportunity gaps in your school. Ensure that all your instructional plans account for the academic and social/emotional supports students will need.

3 Support and Assume the Best of All Stakeholders

In this pandemic, everyone has done the best they know how to do in an unprecedented situation. Assume the best of your students, families, and fellow staff in the upcoming school year. Ensure that you have a strong plan to provide support for all stakeholders in this uncertain time.

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 that prerequisite content 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 supports** for teachers and leaders based on student results. Consider how to address specific learning needs and where targeted intervention may be needed.

Grade Level Standard is the Floor, Not the Ceiling

"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 Opportunity Myth

"In other words, the on-grade-level standard is the floor for all students, not the ceiling."

"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."

"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." – NMIS Forward

Intentional Structures for Intervention

High-Dosage Tutoring: Research overwhelmingly finds that high-dosage tutoring tied to classroom content can be very effective at addressing learning gaps — up to two years of mathematics learning in one year's time, according to some studies. Based on research, some of the key considerations in this design include:

1. **Time:** Three or more sessions per week of 30-60 minutes each. Once-a-week tutoring is generally not effective. Sessions embedded into a school day are more effective.
2. **Group Size:** Ideally two students per tutor, but up to three or four students can still be effective. The more students per tutor, the higher degree of skill and training required of the tutor.
3. **Tutors:** If using nonteacher tutors, such as college students or volunteers, ensure that they are intensively trained and supported throughout their program. Students should have consistent tutors that facilitate positive tutor-student relationships.
4. **Student Targeting:** Avoid negative stigma where tutoring is seen as a punishment for students by striving for a program that targets all students in a lower-performing grade level or school.
5. **Student Learning:** Use high-quality instructional materials and collect information on student learning throughout the experience.

- Accelerating Student Learning with High-dosage Tutoring
- High Dosage Tutoring
- Multilayered Systems of Support – Universal, Targeted, and Intensive Interventions
- Planning for Scope, Sequence, & Coherence with an Eye to the Future
- Pre-K–High School Tutoring Strategy from Louisiana Department of Education

Essential Elements that Allow for Accelerated Learning

SEL and Engagement

• All students and families have the resources they need to meaningfully engage in school, whether it's in person or not.	New Mexico Parent and Family Portal
• All students feel like they belong in their school experience. • All students and families are treated as authentic partners.	NMPED Social Emotional Learning Framework

Additional Information

Family Engagement

- Framework for Family-School Partnerships in New Mexico
- NMPED Family Engagement Guidance

Learning Management System

- The Canvas Learning Management System creates an on-line teaching environment and is available to every district/charter in the state. All LEAs using Canvas have access to live and recorded professional development, New Mexico Canvas personal learning coaches, and 24/7 Tier 1 technical assistance.

Digital Content Supports for initial implementation:

- The support for teachers to create original content in the Canvas environment
- Using NMPED coordinated HQIM Open Educational Resources loaded in Canvas and searchable within NM Canvas Consortium
- Resource sharing between districts
- Using created content found Canvas Commons and supports for choosing materials to meet the needs of your students and community

Ongoing Learning Opportunities and Supports for educators, parents and students
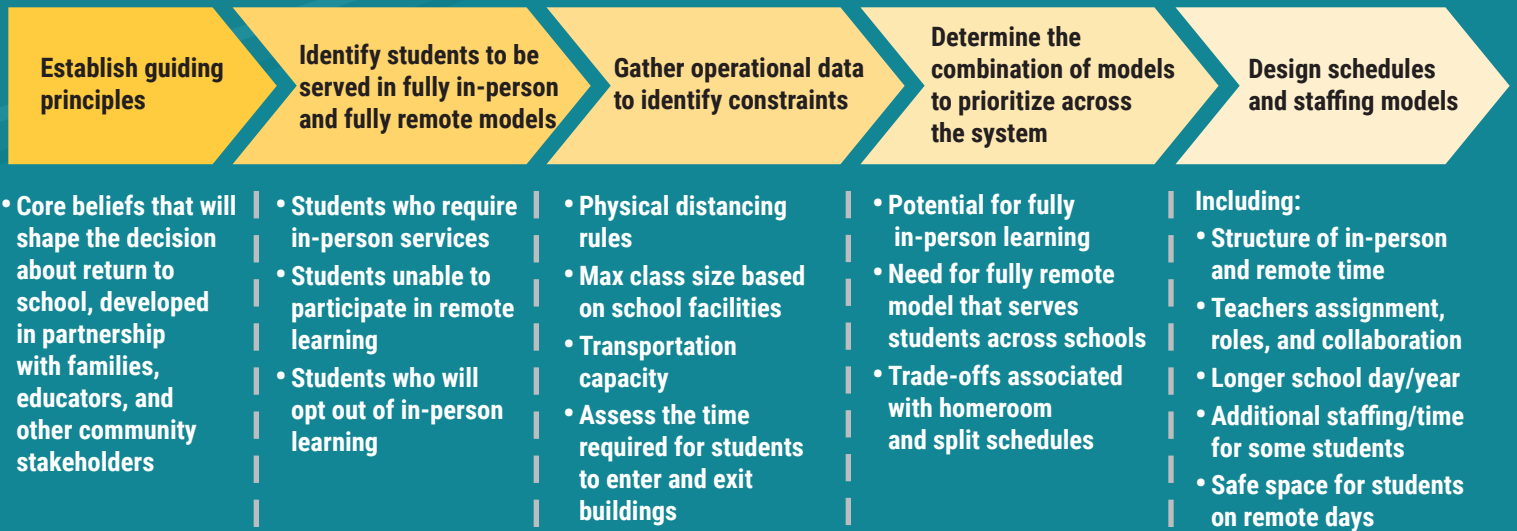
Section 2 Resources for Designing Schedules and Staff Considerations

We suggest the [ERS Strategies Decision Points Document](#) in order to support school leadership teams in designing full reentry schedules while also attending to remote options for students and families.

The document highlights elementary, but it also provides solid considerations for leadership teams to move through at all grade levels. Particularly helpful is Appendix B.

The following diagram outlines a process for developing models for in-person instruction. As ERS notes: While these steps are organized sequentially, the implications of any one decision is likely to affect leaders' thinking about the others. Therefore, prepare to work iteratively and confirm or adjust your approach as you go.

Establish guiding principles	Identify students to be served in fully in-person and fully remote models	Gather operational data to identify constraints	Determine the combination of models to prioritize across the system	Design schedules and staffing models
• Core beliefs that will shape the decision about return to school, developed in partnership with families, educators, and other community stakeholders	• Students who require in-person services • Students unable to participate in remote learning • Students who will opt out of in-person learning	• Physical distancing rules • Max class size based on school facilities • Transportation capacity • Assess the time required for students to enter and exit buildings	• Potential for fully in-person learning • Need for fully remote model that serves students across schools • Trade-offs associated with homeroom and split schedules	Including: • Structure of in-person and remote time • Teachers assignment, roles, and collaboration • Longer school day/year • Additional staffing/time for some students • Safe space for students on remote days

Schools and districts will want to consider co-teaching models, strategic staffing that supports agile student grouping, creative teams in support of multi-age classrooms, and using specialists, coaches, and instructional assistants to support targeted instruction.

Elementary Schools

K–5 students attend school 100% in-person, with the 100% remote option based on family preference

K–5 students who opt for full-remote model attend 100% remote schools organized across **two or three elementary schools**

Middle Schools

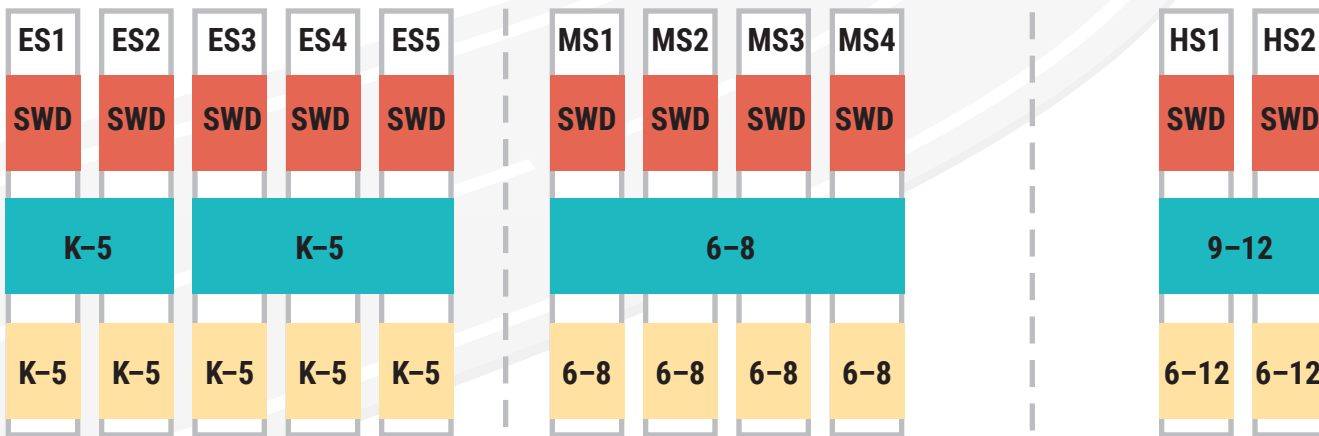**Grades 6–8 students attend school 100% in-person**, with the 100% remote option based on family preference

A single remote middle school is created for students who opt into 100% remote model

High School

Grades 9–12 attend school 100% in-person, with the 100% remote option based on family preference

A single remote high school is created for students who opt into 100% remote model. Work space could be reserved in schools, libraries, or other community organizations

Students with disabilities who are served in self-contained settings at any grade level attend school in-person every day.

ES1	ES2	ES3	ES4	ES5		MS1	MS2	MS3	MS4		HS1	HS2
SWD	SWD	SWD	SWD	SWD		SWD	SWD	SWD	SWD		SWD	SWD
K–5		K–5				6–8					9–12	
K–5	K–5	K–5	K–5	K–5		6–8	6–8	6–8	6–8		6–12	6–12

Licensure Supports

Important in supporting this type of model are flexible staffing structures and flexible licensure.

1. **Assessments for Teachers:** Candidates completing a traditional preparation program may apply for a one year license to allow for additional time to complete required assessments.
2. **Endorsement Waivers:** District leaders may request one year waivers of endorsement in core content areas to fill hard to staff positions. Complete the Request for Initial Endorsement Waiver at this link: Waivers – New Mexico Public Education Department
3. **Student Teachers:** License all student teachers as substitutes, permitting them to work in the classroom even if the cooperating teacher is quarantined or out sick.
4. **Dual Licensed Support Staff:** When hiring new Educational Assistants and Substitute Teachers encourage them to apply for both licenses. Title II Funding: This is a time to invest your Title II funding in supporting recruitment and retention of educators. Use funds to:
   - Support Educational Assistants who want to pursue their teaching license
   - Support licensed educators in the pursuit of additional endorsements or licenses
   - Support Level 2 and 3A teachers in pursuit of their administrator license
   - Provide stipends to educators who are supporting level 1 and alternative licensed teachers

Supporting Remote Instruction Models for Schools:

Complete this application to set up a virtual academy for a school site Virtual Academy Application. Direct questions to Elaine Kramer at elaine.kramer@state.nm.us

A waiver for approving the establishment of a new school can be found at this webpage: NMPED Waivers

Section 3 Leveraging Federal Funds for Accelerated Learning

New Mexico offers state funds that support accelerated learning via both: Extended Learning Time and K–5 Plus dollars.

In addition, ESSER II awards include allowable uses that correspond with the tenets of accelerated learning:

- Planning and implementing summer learning and supplemental afterschool program activities;
- Providing mental health services and supports;
- Addressing learning gaps among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care;
- Activities that address the unique needs of low-income children;
- Activities that address the unique needs of students with disabilities;
- Activities that address the unique needs of English learners;
- Activities that address the unique needs of Native American students;
- Activities that address the unique needs of Non-Native American racial and ethnic minorities; and
- Support for homeless or foster youth.

For more information on using these funds, please see the following memorandum: Funds available under Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, through the Elementary and Secondary School Education Relief Fund (ESSER II), OBMS Fund Code 24308 Memorandum February 2, 2021 or contact Dr. Gabe Baca at Gabriel.Baca2@state.nm.us

NMPED recommends three large considerations for districts and charters to best use funds towards renewal:

1. Make one-time investments for one-time funds to avoid a fiscal cliff. Supporting staff capacity by providing work bonuses or paying for additional work here would be a wise investment.
2. Invest in practices that aid in long-term recovery like high dosage tutoring. Please see page 9, above.
3. Sustain public support by leveraging data, being conscious of per pupil expenditures, and focusing funding on students and families the most at-risk.

Here are two supportive links:

- Guiding Schools' COVID-19 Recovery Decisions Using Data And Evidence
- Fact Sheet: Elementary And Secondary School Emergency Relief Fund II

Section 4
Information List

- An helpful [toolkit from the Alliance for Excellent Education that focuses on Deeper Learning](#)
- Another helpful [toolkit from CatalystEd](#) that focuses on the transition among school years
- Best practices for designing [Summer Academies](#) and [Vacation Academies](#) to accelerate learning
- An excellent [Toolkit from the Wallace Foundation](#) to support summer programming.
- A comprehensive [tutoring strategy](#) that is built upon an accelerated learning framework from Louisiana
- [Center for Reaching & Teaching the Whole Child, See Anchor Competencies Framework](#)
- [Collaborative For Student Success Reopening Schools Page](#)
- [NMPED Handbook on Culturally and Linguistically Responsive Instruction](#)
- Culturally and Linguistically Responsive Teaching and Learning, Hollie, 2017
- [NMPED Instructional Scope](#) for Mathematics and English Language Arts
- [Professional Development Opportunities](#) via NMPED Canvas
- [EdResearch for Recovery Brief](#) from the Annenberg Institute
- [Brief from Opportunity Culture](#) that explores multi-classroom leadership and staff structures. While focused on hybrid models, the brief has good insight on how to use teams of teachers and leaders to meet the varied needs of students
- Information on highly-rated High Quality Instructional Materials to use that target accelerated learning and just-in-time intervention from the [Collaborative for Student Success](#)
- [Evidence Based Reading Programs for Struggling Students](#)
- [Evidence Based Reading Programs for ELs](#)
- [Evidence Based Math Programs for Struggling Students](#)
- [Evidence-Based Social-Emotional Learning Programs](#)
- [Glossary of Educational Reform (2015)](#)
- [NM Instructional Scope](#)
- [The Opportunity Myth, TNTP, (2018)](#)
- [TNTP Learning Acceleration Guide](#)
- What Works in Schools-Translating Research Into Action, Marzano, 2003
- [Zearn Summer Math Supports](#)

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