

**New Mexico Public Education Department
Program Support and Student Transportation Division
Instructional Material Bureau**

**New Mexico Public Education Department
Instructional Material Adoption Framework**

New Mexico Instructional Material Adoption Process

In accordance with 6.75.2.8 NMAC, Paragraph A, “The Instructional Materials Special Review Institute” enables educators and all other stakeholders to participate in the evaluation process in establishing an approved textbook adoption list.

The goal of the Instructional Material Bureau is to provide schools access to superior instructional materials which are aligned to the New Mexico Content Standards and meets the needs of diverse student populations.

Mission Statement

The goal of the Instructional Materials Bureau is to provide schools access to superior instructional materials which are aligned to the New Mexico Content Standards and meets the needs of diverse student populations.

Purpose of the Instructional Material Review Institute

In accordance with New Mexico Statute 22-15-8 NMSA 1978, the Instructional Material Summer Review Institute is to review, for approval by the Secretary of Education, core/basal instructional materials addressed as the State Adopted Multiple List. Materials under review must be, but not limited to:

- Alignment to State Standards and other criteria deemed appropriate
- Professional Development provided by vendors beyond program framework
- Guarantee “best price” for instructional materials over a six (6) year cycle

Introduction

Accountability for student learning is the key focus of New Mexico’s system of school improvement. The Public Education Department’s commitment to continuous improvement is evident in the steps taken to refine the Instructional Material Adoption

process to reflect current curriculum and technology trends, No Child Left Behind requirements, High School Redesign, the Public Education Department Goals & Strategic Plan and current school data.

The alignment of the PED organizational systems has reinforced our ability to meet the educational challenges of all students. The NM Instructional Material Adoption Process was developed in recognition of our shared contributions and responsibilities to all of New Mexico's children.

The Instructional Material Bureau's improvement initiatives sited in **New Mexico Instructional Material Adoption Framework** are based in research and driven by student performance data. The practices in this document were developed to increase student achievement and represent the most current research on rural education, long distance learning and educational technology. The provisions ensure that the accountability systems of the Public Education Department, school districts and public schools are strategically aligned to address improved student achievement across the state. It is the expectation of the Public Education Department that schools, districts, education publishers and vendors comply with all requirements and opportunities provided in within the framework.

The instructional material adoption process involves two requirements for the execution of the instructional material review: (1) The Instructional Material Publisher's Submission to the Request for Applications, and (2) The New Mexico Instructional Material Summer Review Institute. The alignment of the PED organizational systems has reinforced our ability to meet the educational challenges of all students.

Purpose of the State Adopted Multiple List

The Multiple List provides an array of core/basal and supplementary instructional materials for review and purchase by educational entities to enhance the delivery of instruction that will support student proficiency in meeting state standards.

Considerations are, but not limited to:

- Information and/or activities that are relevant to the student population

- Format design/structure that support teacher presentation style
- Research-based effectiveness which align to local standards
- Provide adequate professional development
- Cost effectiveness
- Address community considerations and expectations (diversity)

I. Review Criteria

A. Core/basal textbooks bid for adoption must meet the following criteria:

SECTION I: STANDARDS AND BENCHMARKS

1. Alignment to the New Mexico Content Standards, Benchmarks, and Performance Standards for K-12 Social Studies, by 90% compliance of evidence
 - a. Research and evidence-based effectiveness and efficacy studies
 - b. SCAFFOLDING - The Cognition Levels of Blooms' Taxonomy incorporated within the scope and sequence of student lessons

SECTION II. RELEVANT CRITERIA

2. Built around effective pedagogy and instructional design.
 - a. Incorporates the principles of differentiated instruction and proven best practices for ESL and Special Education students.
 - b. Demonstrates and reflects images, references and points of view reflecting a multicultural society.
 - c. Incorporates the principles of culturally responsive pedagogy
3. Integration of digital learning content within the text.
4. Flexibility
 - a. Supports differentiated or personalized learning through style, pace, or academic needs.
 - b. Can be adapted or configured by teacher to meet evolving needs.
5. Accountability:
 - a. Supports accountability through integration of assessments and content.
 - b. Provides both formative and summative assessment opportunities.
6. Free of factual errors.
7. Free of religious affiliation or partisanship.
8. Free of cultural bias, gender bias.

9. Each core/basal title submitted for adoption must have a Student Edition and also at least one of the following manuals in printed text: Teacher's Edition, Teacher's Guide, and /or Course Guide.
10. Print editions are required for the review process and for each of the New Mexico Regional Review Centers.

B. Core/basal digital media bid for adoption must meet the following criteria:

1. Align to the New Mexico Content Standards, Benchmarks, and Performance Standard for K-12 Social Studies by 90% compliance of evidence.
 - a. SCAFFOLDING - The Cognition Levels of Blooms' Taxonomy incorporated within the scope and sequence of student lessons.
 - b. Evidence of "Relevant Criteria" as stated in Form F, Section II by 90% compliance of evidence
2. Built around effective pedagogy and instructional design.
 - a. Research and evidence-based effectiveness and efficacy studies
 - b. Incorporates the principles of differentiated instruction and proven best practices for ESL and Special Education students.
 - c. Demonstrates and reflects images, references and points of view reflecting a multicultural society.
 - d. Incorporates the principles of culturally responsive pedagogy.
 - e. Free of factual errors.
 - f. Free of religious affiliation or partisanship.
 - g. Free of cultural bias, gender bias.
3. Platform-neutral, including configurations for networking.
4. Graphic User Interface (GUI) appropriate for content and grade level:
 - a. Appealing to user.
 - b. Easy to understand and use.
 - c. User friendly, interactive, allows user control.
5. Flexibility
 - a. Supports differentiated or personalized learning through style, pace, or needs.
 - b. Can be adapted or configured by teacher to meet evolving needs.
 - c. Provides adaptive instructional content, timely and appropriate feedback to student.
 - d. Student work and progress indicators can be saved and retrieved.
6. Accountability
 - a. Supports accountability through integration of assessment and
 - b. Classroom management tools.

7. Each digital media bid of a core/basal title submitted for adoption must provide at the following manuals in printed text: Teacher’s Edition (Teacher’s Guide, Course Guide) and Student Edition.
8. Print editions are required for the review process and for each of the New Mexico Regional Review Centers.

Alignment to Standards-Documentation

The publisher’s citation is considered the documentation, or the evidence, of the work a student must complete to have mastered the specific curriculum standard or benchmark. Reviewers are expected to evaluate student assignments and student activities as the evidence of the benchmark and curriculum standard citation. Each standard must have three progressing citations.

1. Each citation must address an increasing level of cognition:
 - a. Citation 1: Cites material that provides an introduction to the content at the basic knowledge level. Refer to Form F, “Cues”, Attachment B
 - b. Citation 2: Cites material that builds on prior knowledge/skills at the recall, comprehension and application level. Refer to Form F, “Cues”, Attachment B
 - c. Citation 3: Cites material that builds on prior knowledge/skills and integrates content to meet the standard at the analysis, synthesis, or evaluation levels. Refer to Form F, “Cues”, Attachment B
2. All three citations must be found satisfactory by the Review Team to meet the 10 point requirements of the benchmark. Two satisfactory citations will be awarded 6 points for the benchmark.

II. Review Process

As the Public Education Department continues to align program and resources to support academic growth in our schools, and in conjunction with Secretary Garcia’s directive for NMPED agencies to align P-20 program/resources, the instructional material review process requires adopted materials to meet a minimum of 90% alignment with New Mexico Curriculum Standards and Relevant Criteria.

The adoption and review process includes the participation of Level II and Level III educators, school administrators, community members, and publishers, at the annual

Instructional Material Summer Review Institute. Teachers are selected by application. Credentials must include certification in the content field, current teaching experience, and professional reference by the current school administrator.

Complying with a six year adoption cycle, “The Annual Instructional Materials Summer Review Institute” enables educators and all other stakeholders to participate in the evaluation process in establishing an approved textbook adoption list.

III. Participants of the Institute:

Assistant Secretary of Program Support, Instructional Material Bureau Chief and Staff, Public Education Staff, Officer of Record, Score Verification & Data Analyst, Facilitator, Reviewer of Record, Community Observer, Authorized Publisher

IV. Funding

The New Mexico Public Education Department (PED) is authorized under Sections 22-15-1 through 22-15-31, NMSA, 1978 Compilation, to adopt a multiple list of instructional materials and distribute funds directly to local school districts, charter districts, charter schools, and state supported schools. Instructional material funding for private schools is paid directly to the New Mexico Instructional Material Depositories and in-state publishers by the PED. Federal Mineral Leasing revenue is designated for the statutorily required Free Textbook appropriation.

V. Eligible Entities

Any student attending a public school, a charter school district, a charter school, a state supported school, or a private school accredited by the Public Education Department in any grade from first through the twelfth grade of instruction is entitled to the free use of instructional material.

Currently there are 846 public schools, 107 private schools, 71 charter schools, 9 state supported schools, and 38 Adult Basic Education programs which receive instructional material allocations.

I. Definitions Significant to the Request for Application

Definitions

Adoption -approval by the Secretary of Education of a multiple list of core/basal instructional materials and a list of supplemental instructional materials for use in the schools.

Alternative Format-refers to the exact duplicate version of the title submission; such as, CD ROM, Software, Online; web based, DVD, Compact Disk, Video, audio tapes, Spanish version (translation).

Bundles/Packages- refers to supplementary instructional material packaged together for retail, identified and labeled as: “Teacher Support”, Student Support” and “Classroom Support”. Bundles/Packages are listed on Form E, Version SP. Note: Core/Basal materials that are included in such bundles are considered supplementary.

Classroom Kit- refers to a package of supplementary student support materials that provides exact duplicate items per student for whole class instruction and is sold as one a single unit price. The kit must be submitted on Form E, Version SP.

Computer Based Training (CBT)- refers to training or instruction where a computer program provides motivation and feedback in place of a live instructor. CBT can be delivered via CD-ROM, LAN or internet.

Core/basal- refers to the student edition, teacher edition and student workbook for a set of subjects (reading, mathematics, science, social studies, language acquisition, comprehensive health, early childhood education, special education, physical education, vocational education, the arts, performing arts, and language arts) that make up the primary instructional component of a curriculum that covers all required New Mexico Curriculum Standards and Benchmarks for the content area. Only core/basal materials (student edition & teacher edition) are reviewed for adoption. The primary tool for adoption must be:

1. The Teacher Edition and Student Edition;
2. specifically aligned with the New Mexico Curriculum Content Standards (Form F) in the following areas: K-12 Social Studies;
3. supported by research-based effectiveness studies and efficacy studies;
4. related professional development activities and pedagogy; and
5. free of factual errors.

Digital Learning Content- refers to digital applications incorporated within the content of the core/basal instructional material. The purpose is for students to gain technology-based knowledge and skills and to apply them to all curriculum areas at all grade levels.

Educational digital media- refers to a digital system of instructional material, computer software, interactive videodisc, magnetic media, CD-ROM, DVD, computer courseware, online services, electronic medium, or other means of conveying information to the student or otherwise containing intellectual content that contributes to the learning process (not to include online direct instructional programs).

Form E, Version CB-refers to the publisher’s form for the submission of core/basal titles of teacher and student editions and student workbooks.

Form E, Version SP-refers to the publisher's form for the submission of supplementary materials, including bundles, packages, classroom kits, kits, sets, libraries, and collections.

Instructional material- means school textbooks, educational digital media, electronic books, and other technologies, media and formats that are used as the basis for instruction, including combinations of textbooks, learning kits, supplementary material, and other educational technology (not to include online direct instructional programs).

Kit- refers to supplementary instructional material packaged together for one retail price. The kit must be submitted on Form E, Version SP.

Multiple List- refers to an adopted list of core/basal instructional materials and an adopted list of supplemental instructional materials for use in the schools. The list is approved annually, on or before, August 1, by the Secretary of Education.

New Mexico Instructional Material In-State Distribution Point - a facility or a set of procedures developed and maintained by a publisher, used by only that publisher, meeting the criteria established in Subsection C of 6.75.2.11 NMAC and authorized through application to the bureau chief, for the purpose of facilitating distribution of that publisher's instructional materials within New Mexico. The distribution point is responsible for accounting, acquisition, storage, distribution and disposition of adopted textbooks and supplementary instructional materials.

New Mexico Instructional Material Depository- by approved application, a state designated distribution point serving as an agent representing multiple publishers and other educational entities for the purpose of managing district/school instructional material orders. The depository is responsible for accounting, acquisition, storage, distribution and disposition of adopted textbooks and supplementary instructional materials.

New Mexico Regional Review Center-is a state designated location where samples of instructional materials are received from publishers and made available to evaluators, teachers and educational practitioners. The Review Center is responsible for storage, disposition and inventory of current adopted textbooks and supplementary instructional materials.

Online Courses/Programs- Instruction in which courses use the world wide web as the primary delivery method of information. A text book is required and all other materials as well as instructional support provided by an on-site instructor.

Online Direct Instruction Courses/Programs- refers to computer based instruction in which courses use the world wide web as the primary delivery method of information. These are courses that are taught to students who are separated by time and/or space from the instructor. The cyber instructor provides direct instruction to the student. A text book may or may not be required and all other materials, as well as communication with the instructor, are provided through the course web-site. For the purpose of this review, these courses will not be accepted for submission and the adoption process.

Packages/bundles- refers to supplementary instructional material packaged together for retail sale. These must be identified and labeled as: “Teacher Support”, “Student Support” and “Classroom Support”. Packages/bundles are listed on Form E, Version SP.

Professional Development- refers to the process of increasing the professional capabilities of staff by providing training and educational opportunities. Introducing new instructional material often means introducing new content, teaching strategies, and administrative responsibilities. The district has the responsibility to ensure that all faculty and staff participate in appropriate professional development activities that will result in the successful implementation of the written curriculum. This can include on-the-job training, outside training, or observation of the work of others. Professional development is widely recognized as a way to build the institutional capacity of a program and maintain high quality staff.

Review Set- refers to these core/basal instructional materials organized for the purpose of a grade level title submission: Student Edition, Teacher Edition, Student Workbook, and alternative format(s).

Set - refers to supplementary curriculum or instructional materials packaged together as a single unit, with one retail price. The “set” must be submitted on Form E, Version SP.

Social Studies- refers to a course of study including geography, history, government, and economics, taught in secondary and elementary schools.

Supplementary material- refers to materials used to reinforce, enrich, and/ or extend the basic program of instruction; including ancillary items referenced as, bundles, packages, kits, classroom kits, sets, libraries, and collections. Supplementary materials must be submitted on Form E, Version SP.

II. Overview of the Publisher’s Calendar for the Adoption Process

- August:** The instructional Material Bureau announces the Request for Applications describing the content area and standards for the adoption review. The information is posted on the IMB web site.
- September:** The PED provides training on the RFA requirements of the publishers’ participation in the adoption review and the alignment to content standards.
- October:** Publishers must submit formal documents/forms as described in the RFA
- December:** Publishers must submit formal documents/forms as described in the RFA
- February:** Publishers must submit formal documents/forms as described in the RFA
- May/June:** Publishers participate in the Adoption Review Institute
- August:** Publishers are informed of the status of their submissions as adopted or non adopted; supplemental or core/basal categories.
- September:** Publishers sign PED Agreements; contract begin January 01

<p style="text-align: center;">Format</p>	<p style="text-align: center;">Summary of the Adoption Process</p>
<p>A.</p> <p style="text-align: center;">INSTRUCTIONAL MATERIAL ADOPTION CYCLE</p>	<p>The adoption “cycle” refers to the six year rotation of the content curriculum that is to be reviewed for alignment to curriculum standards and relevant criteria.</p>
<p>B.</p> <p style="text-align: center;">PRINT TEXT, DIGITAL MEDIA INSTRUCTIONAL MATERIAL REVIEW</p>	<ol style="list-style-type: none"> 1. IMB conducts the adoption review based on the content adoption cycle with opportunities for publishers to submit instructional materials for review of alignment to NM curriculum standards and relevant criteria. Substitutions of the adopted textbook are allowed after the first year of the contract when the content remains the same. All substitutions have to be approved by the IMB. 2. Publishers submit their instructional materials following the criteria and deadlines set out in the IMB Request for Applications. 3. An independent review conducted by three highly qualified educators determines the extent of the standards alignment. 4. As a result of scoring the instructional materials, two (2) lists are formed: Core/basal and Supplementary.
<p>C.</p> <p style="text-align: center;">ONLINE INSTRUCTIONAL MATERIAL REVIEW</p>	<ol style="list-style-type: none"> 1. IMB conducts the adoption review performed in a six year cycle with annual opportunities to upgrade courseware by publishers/vendors when the curricular content is not altered. All substitutions must be approved by the IMB. 2. Publishers/vendors submit their online instructional courses following the criteria set out in the IMB Request for Applications. 3. As a result of scoring the instructional materials, two lists are formed: Core/basal and Supplementary.
<p>D.</p> <p style="text-align: center;">AUTHORIZATION OF THE STATE ADOPTION MULTIPLE LIST</p>	<p>Pursuant to New Mexico Administrators Code 6.75.2.8 B.2f NMAC, subsequent to the review, materials will be recommended for adoption by the panels of reviewers and department staff to the Secretary of Education. The Secretary will authorize the adoption of the NM MULTIPLE LIST no later than August 1 of each adoption cycle.</p>

New Mexico Public Education Department
Instructional Material Adoption Framework

The **New Mexico Instructional Material Adoption Framework** is organized into three categories:

- Building Capacity,
- Review Process and
- Monitoring

to provide all districts and schools with opportunities for technical assistance, support and funding. It addresses specific requirements for all identified groups of New Mexico schools receiving state instructional material funds including public schools, charter schools, state supported schools and private schools. Requirements in the areas of “Building Capacity”, “Review Process” and “Monitoring” affect participating schools, districts, and educational publishers as described.

For additional copies of this document please access the New Mexico Public Education Department web site at <http://www.ped.state.nm.us/div/learn.serv/im/index.html>, and the Instructional Material Bureau direct web link. The Instructional Material Bureau staff is available to answer your questions and provide assistance. Please call 827-6415 or 827-3869.

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BUILDING CAPACITY

Building Capacity initiatives include state support of professional development, allocation of fiscal resources, and the alignment of professional services provided by publishers and vendors.

This broader perspective sets forth the expectation that district administrators build the capacity at the school level to address individual classroom needs. In turn, school administrators are charged with building capacity of their staff to address student needs.

District administration is provided guidance in Supplement 9, The Administrative Requirements & Procedures for Preparing Instructional Material Budgets and Professional Services.

BUILDING CAPACITY	Description
A. P.E.D. PROFESSIONAL DEVELOPMENT	<ol style="list-style-type: none">1. The IMB executes a 6 day institute for educators, administrators, community members selected to review the instructional materials against NM Curriculum Standards and Research-based Effectiveness Studies. All must participate in these extensive professional development sessions facilitated by the IMB and cross agency teams.2. Upon completion of the Summer Review Institute each participant receives a certification of 40 hours of professional development.3. The IMB extends a professional development opportunity to public, private and charter school administrators to discuss and review the Public Education Departments procedures for expenditure of the instructional material funds at the state Spring Budget Workshop.
B. PRODUCT TRAINING	<ol style="list-style-type: none">1. The IMB requires professional development training to be provided for all entities receiving Instructional Material funds in <i>Product Training</i> conducted in partnership with the publisher/vendor.2. The IMB surveys district administration to substantiate the quality of the publisher's training and uses feedback to refine the publishers' contractual language for the benefit of schools.3. The adoption review includes scoring for professional development offered by the publisher to those entities that purchase the product.
C. PED TECHNICAL ASSISTANCE	<ol style="list-style-type: none">1. In collaboration with the IMB, the adoption content bureau compiles the curriculum indicators, The Instructional Materials Scoring Rubric and the Publisher's Alignment Rubric.2. The adoption content bureau provides guidance and technical

	<p>assistance to schools and districts in the implementation of curriculum standards.</p> <ol style="list-style-type: none"> 3. The Instructional Materials Bureau monitors the publishers' compliance with contractual agreements, such as the delivery of FREE materials with orders. 4. The Instructional Materials Bureau provides to districts the state authorized Multiple List of Core/basal Instructional Materials and Supplemental Materials. 5. The Rural Education Bureau provides professional development which entails: EPSS systems alignment, educational technology, instructional practices and understanding and using assessment data for school improvement.
D. INSTRUCTIONAL MATERIAL BUREAU ADVISORY COUNCIL	<ol style="list-style-type: none"> 1. IMBAC (Instructional Material Bureau Advisory Council) meets quarterly to refine process for districts and publishers. 2. Participants include: National Association of School Textbook Administrators (NASTA) representative, PED staff and statewide stakeholders representing New Mexico districts and the community at-large.
E. DISTRICT PROFESSIONAL DEVELOPMENT	<ol style="list-style-type: none"> 3. In compliance with NCLB: All NM districts to either contract independently (use Regional Educational Centers, SEDL, INTEL, RETA, Math Engineering SA, Northern Network of New Mexico, CESDP, etc.) or determine other means to deliver additional professional development in education technology to their school faculties using Online courses in the following areas, but not limited to: <ul style="list-style-type: none"> ▪ Understanding and implementing education technology instruction using the NM Content Standards and Benchmarks, ▪ Using site assessment data to inform instruction and program development for online courses and long distance learning, ▪ Intervention strategies for struggling learners.
F. PARENT AND COMMUNITY INVOLVEMENT	<ol style="list-style-type: none"> 1. IMBAC conducts quarterly meetings with educators, administrators, community members and publishers to solicit information and feedback to refine the adoption process. 2. An Advisory School Council must be created in every public school to assist the school principal with school-based decision making NM Statute 22-5-16; (HB 212 Section 27); to address issues of budget, policy relating to instructional issues and curricula, student assessment, data, parent and community involvement, and business partnerships. 3. District administration is required by New Mexico Instructional Material Law to provide opportunities for community members, and staff to review instructional materials prior to district selection. 4. IMB provides public information, consistent with state and school district rules and policies, on policies relating to instructional issues and curricula and on proposed and actual budgets.
G. DISTRICT ADMINISTRATION REQUIREMENTS	<p>In order to build capacity at the district level, it is expected that district administrators provide leadership in the following areas:</p> <ol style="list-style-type: none"> 2. Develop a current district EPSS with annual measurable goals which is aligned with the school site EPSS. 3. Use student performance data to inform decisions and policy

<p style="text-align: center;">DISTRICT ADMINISTRATION REQUIREMENTS (cont'd)</p>	<p>regarding selection of instructional materials.</p> <ol style="list-style-type: none"> 4. Research and conduct instructional material review from the state adoption list and select the most appropriate model for the student population. 5. Monitor school progress toward implementation of professional development concepts, intervention strategies for struggling learners, and implementation of instruction using NM Content Standards and Benchmarks. <p>It is the obligation of school and district administrators to research and review available on-line programs from the state adoption list and select the most appropriate model for the student population:</p> <ol style="list-style-type: none"> 1. Training in education technology to support program decisions for Online courses. 2. Refer to the IMB web site to reference Online Adoption list for appropriate Online education courses.
<p>G. IDEAL NM PROGRAM AND PARTNERSHIP</p>	<ol style="list-style-type: none"> 2. IDEAL NM has a partnership with the Instructional Material Bureau and the Rural Education Bureau to further advance the development of initiatives within this framework. 3. IDEAL NM will conduct the Online Reviews of instructional materials which involve a cyber teacher pursuant to Instructional Material Law 22-15-8 NMSA, 1978. 4. Current practices should inform decisions regarding instructional practices, curriculum, and selection of educational programs. 5. Serve as an educational model and contact for schools seeking long distance learning and cyber classes.

REVIEW PROCESS

As the Public Education Department continues to align program and resources to support academic growth in our schools, and in conjunction with Secretary Garcia’s directive for PED agencies to align P-20 program/resources, the instructional material review process requires adopted materials to meet a minimum of 90% alignment with New Mexico Curriculum Standards and criteria.

The adoption and review process includes the participation of Level II and Level III educators, school administrators, community members, publishers, and vendors.

INSTRUCTIONAL MATERIAL ADOPTION CYCLE

Subject Area (s)	Request for Agreement. (RFA)	Historic Adoption Year	Next Adoption Cycle	Legislative Funding	Funding Allocation for Schools	Fiscal Year for Spending
Career Tech. Adult Basic, & Driver Ed.	December 2006	2007	2013	Jan. 2008	Spring 2008	July 2008-09
Language Arts/Reading, CORE Reading Intervention, (9-12) Modern, Classical, & Native Languages	August 2007	2008	2014	Jan. 2009	Spring 2009	July 2009-10
Language Arts/Reading, CORE Reading Intervention, (K-8) Modern, Classical, & Native Languages	August 2008	2009	2015	Jan. 2010	Spring 2010	July 2010-11
Social Studies, Library/ Reference, NM Native American Art & Culture	August 2009	2010	2016	Jan. 2011	Spring 2011	July 2011-12
Science, Health, & Physical Education	August 2010	2011	2017	Jan. 2012	Spring 2012	July 2012-13
Mathematics, & The Arts (Music, Theatre, Dance, Art)	August 2011	2012	2018	Jan. 2013	Spring 2013	July 2013-14

REVIEW PROCESS	Description
<p>A.</p> <p>INSTRUCTIONAL MATERIAL ADOPTION CYCLE</p>	<p>The adoption “cycle” refers to the six year rotation of the content curriculum that is to be reviewed for alignment to curriculum standards and relevant criteria.</p>
<p>B.</p> <p>PRINT TEXT, DIGITAL MEDIA INSTRUCTIONAL MATERIAL REVIEW</p>	<ol style="list-style-type: none"> 1. IMB conducts the adoption review performed in a six year cycle with opportunities for publishers to submit updated substitutions after the first year of the contract when the content remains the same. All substitutions have to be approved by the IMB. 2. Publishers submit their instructional materials following the criteria set out in the IMB Request for Applications. 3. As a result of scoring the instructional materials, two (2) lists are formed: Core/basal and Supplementary.
<p>C.</p> <p>ONLINE COURSE INSTRUCTIONAL MATERIAL REVIEW</p>	<ol style="list-style-type: none"> 1. IMB conducts the adoption review performed in a six year cycle with annual opportunities to upgrade courseware by publishers/vendors when the curricular content is not altered. All substitutions must be approved by the IMB. 2. Publishers/vendors submit their Online instructional courses following the criteria set out in the IMB Request for Proposals. 3. As a result of scoring the instructional materials, two lists are formed: Core/basal and Supplementary.
<p>D.</p> <p>AUTHORIZATION OF THE STATE ADOPTION MULTIPLE LIST</p>	<p>Pursuant to New Mexico Administrators Code 6.75.2.8 B.2f NMAC, subsequent to the review, materials will be recommended to the Secretary of Education for adoption by a panel of reviewers and department staff. The Secretary will authorize the adoption no later than August 1 of each adoption cycle.</p>

MONITORING

The New Mexico Public Education Department has aligned organizational systems within the bureaus to better support the success of schools and districts. The intent of the framework is to provide direction to schools and districts a viable means to comply with New Mexico Instructional Material law, meet NCLB Title IID mandates, and execute High School Redesign.

The following monitoring initiatives are provided to examine the extent of academic progress made by schools and districts and to also identify educational challenges and barriers to implementation of on-line programs and long distance learning.

MONITORING	Description
A. EDUCATIONAL PLAN FOR STUDENT SUCCESS (EPSS)	<ol style="list-style-type: none">1. The EPSS goals must reflect alignment with NM Curriculum Standards therefore instructional materials including online and digital text must also be aligned to standards.2. Feedback of progress towards the EPSS goals and school initiatives are monitored across the PED.3. Professional Development for instructional delivery, curriculum standards and educational technology must be aligned to the school EPSS and is the responsibility of the district.
B. PRINT TEXT, DIGITAL MEDIA REQUIREMENTS	<ol style="list-style-type: none">1. Instructional Materials must go through a state adoption review process and be authorized by the Secretary of Education before they can be purchased using state Instructional Material Funds.2. The IMB will review instructional material purchases for compliance with Instructional Material Law.

<p>C.</p> <p>ON-LINE COURSE REQUIREMENTS</p>	<ol style="list-style-type: none">1. Digital text and online courses must go through a state adoption review process and be authorized by the Secretary of Education before they can be purchased using state Instructional Material Funds.2. Data driven decisions to inform instruction, education technology programs and policy.3. District administration will be responsible for the evaluation and monitoring of schools implementing Online courses and the academic progress of students.4. PED will monitor and evaluate Online program effectiveness.5. The district and school administrators are required to use portions of their Title IID allocation(s), Instructional Material Fund and General Operational budget to build capacity of school faculties as tied to the school and district EPSS and New Mexico Instructional Material Law.
<p>D.</p> <p>INSTRUCTIONAL MATERIAL RECORDS REVIEW</p>	<ol style="list-style-type: none">1. IMB monitoring the Annual Inventory Reports for compliance of funding requirements and curriculum alignment to current standards.2. IMB approval of OBMS budget and Budget Adjustment Requests submitted by district administration.

ATTACHMENT
PRINT TEXT AND
DIGITAL MEDIA
INSTRUCTIONAL MATERIAL
REVIEW

Supervising the Review Process:

1. Each publication is to be evaluated individually by three assigned panelists under your supervision.
2. The reviewer must use the SCORING RUBRIC to record responses.
3. References to the “Publisher’s Alignment Rubric” should guide the reviewer in verification of the content standard. Reviewers are encouraged to reference only one citation per standard.
4. There should be only one (“x”) marked (on the SCORING RUBRIC) in each row under the appropriate column.
5. The reviewer must complete the sub-total score per column, per page.
6. The last page must be completed with all sub totals and final “Percentage” recorded.

Score Verification:

When a reviewer completes the SCORING RUBRIC and submits it to the facilitator the following must occur:

- On the front page of the SCORING RUBRIC, the facilitator should complete the gray box, “Final Score Verification”.
- It must be signed by the facilitator.
- When all three panelists have submitted their SCORING RUBRIC for that specific publication, the facilitator completes the “Facilitator Worksheet” if there is no significant discrepancy of the scores. Otherwise, the facilitator, with the input of the Director, will examine the information individually with each reviewer to ascertain if the scoring was conducted appropriately.
- As soon as the “Facilitator Worksheet” has been completed (anytime during the review session) the facilitator hand delivers it to the PED systems management personnel, Cia Tapia.
- In the event the program fails to meet the 90% requirement within a close range of points, a subsequent review is conducted by a different panel. The assignment of the panel is made by the Director.

Authorization and Data Entry:

1. The facilitator will electronically enter the “Average Score” on FORM E in the appropriate space. Laptops will be available for this purpose.
2. IMB staff will verify the accuracy of the entry data with the facilitator.
3. The average score will be entered and certified by the Officer of Record.