

DOMAIN 1: PLANNING AND PREPARATION

Element	<p>NMTEACH 1A: Demonstrating Knowledge of Content</p> <ul style="list-style-type: none"> To what level is content communicated in the lesson plan and resulting lesson? <p>Note: Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).</p> <p>Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English language learners (ELLs) and Individualized Education Program (IEP) goals, when serving SWD.</p>	
Level of Performance	Ineffective	<p>The teacher’s lesson plans and resulting lessons display</p> <ul style="list-style-type: none"> little knowledge of the content area; minimal or no alignment to NM adopted standards; minimal or no evidence of instructional strategies to address the needs of all students; minimal or no evidence of differentiated instruction addressing the needs of all students; and no IEP goals for present levels of performance.
	Minimally Effective	<p>The teacher’s lesson plans and resulting lessons display</p> <ul style="list-style-type: none"> minimal knowledge of the content area; partial alignment to NM adopted standards; minimal use of instructional strategies to address the needs of all students; minimal evidence of differentiated instruction addressing the needs of all students; and minimal focus on IEP goals for present levels of performance.
	Effective	<p>The teacher’s lesson plans and resulting lessons</p> <ul style="list-style-type: none"> develop instruction that reflects solid knowledge of the content area and academic language demands at a grade-appropriate level; are directly aligned to all NM adopted standards; demonstrate familiarity with resources to enhance knowledge in each core area; include IEP goals for present levels of performance; and contain evidence of collaboration between general and special education teachers to ensure understanding and inclusion of IEP goals, modifications, and accommodations related to self-advocacy skills.
	Highly Effective	<p>In addition to the indicators for effective, the teacher’s lesson plans and resulting lessons</p> <ul style="list-style-type: none"> reflect extensive knowledge of the content area(s) to be taught, including academic language demands, and they correlate the IEP objectives with lesson plans, when applicable; incorporate research and resources related to all NM adopted standards as well as evidence-based specialized instruction according to the IEP, when applicable; create opportunities for students to contribute to the lesson design and content; and include opportunities for modifications in the IEP or language proficiency levels to be implemented across content areas, when applicable.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> contributes to the refinement of the approved NM adopted, standards-aligned curriculum that may include the students’ home languages and cultures, when applicable; and engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for demonstrating a knowledge of content, IEP goals, or language proficiency levels that are aligned with school and district goals.
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Element	<p>NMTEACH 1B: Designing Coherent Instruction</p> <ul style="list-style-type: none"> To what level are activities meaningfully sequenced to support learning? To what level are a variety of learning strategies and individual supports used within the instructional plan? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher’s lesson plans contain</p> <ul style="list-style-type: none"> a sequence of learning activities that are poorly or not aligned with NM adopted standards and with the IEP goals for present levels of performance, as applicable; learning activities that are not suitable and/or are not research-based; no variety of learning strategies and no individual student supports; and time allocations for learning activities that are unrealistic and/or not grade-level appropriate.
	Minimally Effective	<p>The teacher’s lesson plans contain</p> <ul style="list-style-type: none"> a sequence of learning activities that are partially aligned with NM adopted standards and with the IEP goals for present levels of performance, as applicable; learning activities that are minimally suitable and/or are minimally research-based; a minimal variety of learning strategies and minimal individual student supports; and time allocations for learning activities that are relatively reasonable and/or somewhat grade-level appropriate.
	Effective	<p>The teacher’s lesson plans contain</p> <ul style="list-style-type: none"> a sequence of learning activities aligned to all NM adopted standards and to the IEP goals for present levels of performance, as applicable; learning activities that are suitable and/or are research based; a variety of learning strategies and individual student supports; time allocations for learning activities that are reasonable and/or grade-level appropriate; learning activities that are differentiated by scaffolding content and academic language for all learners; learning activities that create explicit connections between previous learning and new concepts and develop skills for all learners; opportunities for all students to participate in flexible grouping; challenging research-based learning tasks that are structured to progressively develop students’ cognitive abilities and academic language; and explicit use of students’ backgrounds to teach relationships among topics, concepts, and language.
	Highly Effective	<p>In addition to the indicators for effective, the teacher’s lesson plans contain</p> <ul style="list-style-type: none"> pedagogical practices that include flexible grouping and differentiates instruction, based on student level and IEP goals, as applicable; questions to reinforce and extend student learning and engagement to include real-world and application-based experiences, while including purposeful scaffolding of questions based on students’ level of academic language; learning activities that, when possible, incorporate students’ use of their first and second languages to make connections to real-world application and include learning activities that progress coherently, are research-based, and are relevant to students and the instructional/IEP goals, as applicable; opportunities to incorporate student-centered learning as an instructional tool; and research-based practices, including sheltered and differentiated instructional strategies, with a variety of specially designed instructional materials.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> designs learning activities in a collaborative manner by intentionally demonstrating awareness of, and processes for, engaging all students, which includes recognizing and building upon students’ linguistic and cultural assets; designs learning activities with various instructional groups based on instructional/IEP goals, while permitting student choice; and engages in opportunities to support and mentor colleagues by identifying and sharing knowledge, information, and strategies for designing learning activities for diverse learners that are aligned with school and district goals and connect to other disciplines.
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Element	<p>NMTEACH 1C: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • How are daily instructional outcomes (aka learning goals) communicated to all students? • To what level do instructional outcomes directly align to content standards? <p>Note: Any reference to “all students” includes culturally and linguistically diverse, ELLs, and SWD.</p> <p>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</p>	
Level of Performance	Ineffective	<p>The teacher’s lesson plans (and IEP goals, if applicable) contain learning outcomes that</p> <ul style="list-style-type: none"> • are not aligned with all NM adopted standards and with the IEP goals for present levels of performance as applicable; • have low expectations; • have a lack of conceptual understanding for students; • are not grade-level appropriate; • are not clearly written; and • do not include viable methods of assessment.
	Minimally Effective	<p>The teacher’s lesson plans contain instructional outcomes that</p> <ul style="list-style-type: none"> • are moderately aligned with NM adopted standards and with IEP goals but not explicitly stated to students; • are suitable for some, but not all, students; • are somewhat grade-level appropriate; • reflect more than one type of learning but lack coordination and integration; and • include some methods of assessment.
	Effective	<p>The teacher’s lesson plans contain instructional outcomes that</p> <ul style="list-style-type: none"> • are aligned with all NM adopted standards and with IEP goals, as applicable; • are explicitly stated as measureable and observable and reflect high expectations; • allow for progress monitoring at least every-other week, as applicable; • establish instructional processes and activities that address students’ varying abilities; • address the language demands of the content; • are aligned to instructional targets and IEP goals; and • inform students of the content and language objectives for the lesson.
	Highly Effective	<p>In addition to the indicators for effective, the teacher’s lesson plans contain instructional outcomes that</p> <ul style="list-style-type: none"> • align rigorous instructional processes and learning activities to all NM adopted standards and to IEP goals, as applicable; • contain modifications, as required to ensure students are able to complete the instructional outcomes; • include differentiated language demands based on individual students’ academic language proficiency levels; • involve students in the process of developing instructional outcomes, based on all NM adopted standards; and • address IEP goals, reflect high expectations, are clearly stated, and can be measured, as applicable.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • demonstrates deep understanding of all grade-level, NM adopted standards and of IEP goals, when supporting SWD; • ensures all students are making progress toward deep understanding and proficiency in the NM adopted standards; • models, and shares with colleagues, effective practices, including the communication of learning outcomes with students; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for setting instructional outcomes that are aligned with school and district goals.
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Element	<p>NMTEACH 1D: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • How does the teacher utilize skills and content learned from professional development opportunities? • What resources have been provided to all students to support learning? <p>Note: Any reference to “all students” includes culturally and linguistically diverse, ELLs, and SWD.</p> <p>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</p>	
Level of Performance	Ineffective	The teacher demonstrates <i>little or no familiarity</i> with resources to enhance his/her own content knowledge, to use in teaching, or to use with students who demonstrate need.
	Minimally Effective	The teacher demonstrates <i>some familiarity</i> with resources to enhance his/her own content knowledge, to use in teaching, or to use with students who demonstrate need.
	Effective	<p>The teacher demonstrates knowledge of resources by</p> <ul style="list-style-type: none"> • using existing resources—including support materials, textbooks, and supplementary materials—to enhance content knowledge for teaching and to differentiate instruction for all students; • using resources and supplementary materials—which may include those available through the school, district, community, and/or on the internet—in the language(s) of the students, when appropriate; and • using information and strategies obtained through professional development to address students’ individual learning needs, styles, rates, and levels of learning—including academic English language proficiency.
	Highly Effective	<p>In addition to the indicators for effective, the teacher demonstrates knowledge of resources by</p> <ul style="list-style-type: none"> • seeking out and using resources available beyond the school and district—including those from professional organizations, the internet, and/or within the community—to enhance content knowledge and to use in teaching all students and especially those who demonstrate need; • strategically implementing information and strategies obtained through professional development to address individual learning styles, rates, levels of learning, students’ cultural backgrounds, and/or English language proficiency; and • creating lessons that reduce barriers, optimize levels of challenge and support, meet the needs of all learners, and increase access to grade-level curriculum.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • models and shares with colleagues resources, knowledge, information, and strategies that are aligned with school and district goals; • shares resources, knowledge, information, and strategies specific to colleagues’ needs and the needs of their students, including those culturally and linguistically diverse students; • collects and shares content-specific research studies, practices, and resources from outside the district; • provides and trains staff for school-wide initiatives using additional resources; and • plans for collaboration with various instructional teams, including Indian education, the ESL and bilingual programs, special education, and general education, as appropriate.
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Element	<p>NMTEACH 1E: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> To what level have student learning styles been addressed in the lesson? How has information about student achievement, culture, and language proficiency been used to design activities to support content acquisition? <p>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</p> <p>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</p>	
Level of Performance	Ineffective	<p>The teacher demonstrates</p> <ul style="list-style-type: none"> little or no knowledge of students’ backgrounds, cultures, skills, academic language development, interests, and/or special needs, including present levels of performance for applicable content areas and behavioral issues; little or no evidence of using student achievement data to design activities to differentiate instruction; and little or no knowledge of students’ learning styles.
	Minimally Effective	<p>The teacher demonstrates</p> <ul style="list-style-type: none"> limited knowledge of students’ backgrounds, cultures, skills, academic language development, interests, and special needs, including present levels of performance for applicable content areas and behavioral issues; some evidence of using student achievement data to design activities to differentiate instruction; and limited knowledge of student learning styles.
	Effective	<p>The teacher</p> <ul style="list-style-type: none"> demonstrates knowledge of students’ backgrounds, cultures, skills, academic language development, interests, and special needs, including present levels of performance for applicable content areas and behavioral issues as well as accommodations and modification for individual students, as applicable; incorporates culturally-sensitive strategies into instructional planning and practice; provides moderate evidence of using student achievement data to differentiate instruction including—when supporting ELs—the use of ACCESS scores for ELL students to differentiate instruction according to English language proficiency levels; and develops lessons using a variety of strategies to incorporate student learning styles.
	Highly Effective	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> demonstrates extensive knowledge of students’ backgrounds, cultures, skills, academic language development, interests, special needs—including present levels of performance for applicable content areas and behavioral issues as well as accommodations and modification for individual students; includes students in the planning of culturally sensitive strategies and incorporates those into instructional practice; provides strong evidence of using student achievement data to differentiate instruction, including the use of ACCESS scores to support and monitor the progress of ELs and to differentiate their instruction according to English language proficiency levels; and uses a wide repertoire of strategies to integrate a variety of learning styles into lessons and activities.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> provides novice and struggling teachers with understanding, mentorship, and resources that address the unique learning needs of their individual students, including strategies that engage and support culturally and linguistically diverse students; and provides training to colleagues on best practice strategies that engage and support culturally and linguistically diverse students.
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Element	<p>NMTEACH 1F: Designing Student Assessment</p> <ul style="list-style-type: none"> • To what level has the teacher incorporated formative assessment techniques throughout the lesson? • How are students assessed to determine understanding of the instructional outcome (learning goal) at the end of the lesson? <p>Note: Any reference to “all students” includes culturally and linguistically diverse, ELLs, and SWD.</p> <p>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> • plans for assessing student learning with little or no clear criteria aligned to: instructional outcomes, to any NM adopted standards, to IEP goals as applicable, or to other student needs; • demonstrates minimal or no knowledge of assessment strategies; and • provides little or no direction to students as to how they will be assessed.
	Minimally Effective	<p>The teacher</p> <ul style="list-style-type: none"> • plans for assessing student learning with some criteria aligned to instructional outcomes and to some NM adopted standards, is partially aligned to IEP goals, and minimally addresses other student needs; • demonstrates some knowledge of assessment strategies; and • provides some direction to students as to how they will be assessed.
	Effective	<p>The teacher</p> <ul style="list-style-type: none"> • addresses student needs and plans for assessing student learning with criteria aligned to: instructional outcomes, all NM adopted standards, IEP goals, language proficiency levels—as applicable; • uses clear assessment criteria that enables students to make adjustments and provides feedback that accelerates student learning; • uses formative assessments that explicitly support instructional outcomes in both content and language; • includes formative assessments that check for understanding throughout the lesson; • includes a variety of assessments, both formative and summative, in the four language domains; • documents annual present levels of performance, using measurable goals and objectives, with some discussion about performance in the regular classroom or provides sponsor teacher with student progress, when applicable; and • considers diagnostic information for all students, which may include academic achievement, English language proficiency, IEP modifications, progress monitoring, etc. to monitor student understanding during the lesson.
	Highly Effective	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • ensures full alignment between the instructional outcomes, all NM adopted standards, IEP goals, success criteria, and assessment tools; • provides opportunities for students to demonstrate and/or record where they are in their own learning; • shares clearly aligned rubrics with students and supports students to monitor their academic and linguistic growth; <p>and</p> <ul style="list-style-type: none"> • documents present levels of performance using measurable goals and objectives with discussion about performance in the regular classroom and/or provides the sponsor teacher with student progress.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • supports school-wide training and implementation of systems for understanding and using student assessment data, including ACCESS for ELL students data, when applicable; • collaborates with colleagues to develop strategies to take language proficiency into account when assessing students’ content knowledge; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for designing student assessments that are aligned with school and district goals.
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