

DOMAIN 1: PLANNING AND PREPARATION

NM Element 1A: Demonstrating Knowledge of Content		
Element	<p>To what level is content communicated in the lesson plan and resulting lesson?</p> <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).</i></p> <p><i>Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English learners (ELs) and Individualized Education Program (IEP) goals, when serving SWD.</i></p>	
Level of Performance	Not Demonstrating	<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; and no IEP goals for present levels of performance.
	Developing	<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 and/or minimal focus on IEP goals for present levels of performance; • minimal evidence of instructional strategies addressing the needs of all students; • minimal evidence of differentiated instruction addressing the needs of all students.
	Applying	<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 and/or IEP goals for present levels of performance; • 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; • demonstrate familiarity with resources to enhance knowledge in each core area.
	Innovating	<p>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; include opportunities for modifications in the IEP or language proficiency levels to be implemented across content areas, when applicable.
	Evidence:	

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Element	<p>NM Element 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 ELs and IEP goals, when serving SWD.</i></p>	
Level of Performance	Not Demonstrating	<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; • time allocations for learning activities that are unrealistic and/or not grade-level appropriate.
	Developing	<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; • time allocations for learning activities that are relatively reasonable and/or somewhat grade-level appropriate.
	Applying	<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; • explicit use of students’ backgrounds to teach relationships among topics, concepts, and language.
	Innovating	<p>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; • research-based practices, including sheltered and differentiated instructional strategies, with a variety of specially designed instructional materials.
Evidence:		

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Element	<p>NM Element 1C: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • How are daily learning goals communicated to all students? • To what level do instructional outcomes directly align to content standards? <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 ELs and IEP goals, when serving SWD.</i></p>	
Level of Performance	Not Demonstrating	<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; • do not include viable methods of assessment; • have low expectations; • have a lack of conceptual understanding for students; • are not grade-level aligned to content standards; • are not clearly written.
	Developing	<p>The teacher’s lesson plans contain learning 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 aligned to content standards; • reflect more than one type of learning but lack coordination and integration; • include some methods of assessment.
	Applying	<p>The teacher’s lesson plans contain learning outcomes that</p> <ul style="list-style-type: none"> • are aligned with all NM adopted standards and/or with IEP goals; • are explicitly stated as measurable and observable and reflect high expectations; • allow for regular progress monitoring; • 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; • inform students of the content and language objectives for the lesson.
	Innovating	<p>The teacher’s lesson plans contain learning outcomes that</p> <ul style="list-style-type: none"> • align rigorous instructional processes and learning activities to all NM adopted standards and/or to IEP goals; • reflect high expectations, are clearly stated, and are measurable. • address IEP goals; • contain modifications, as required to ensure students can complete the instructional outcomes; • include differentiated language demands based on individual students’ academic language proficiency levels; • involve students in the process of developing learning goals, based on all NM adopted standards.
Evidence:		

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Element	<p>NM Element 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><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 ELs and IEP goals, when serving SWD.</i></p>	
Level of Performance	Not Demonstrating	<p><i>Little or no evidence of resources being utilized to enhance teacher’s own content knowledge, to use in teaching, or to use with students who demonstrate need.</i></p>
	Developing	<p><i>Some evidence of familiarity of resources to enhance the teacher’s own content knowledge, to use in teaching, or to use with students who demonstrate need.</i></p>
	Applying	<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; • 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.
	Innovating	<p>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 including students with disabilities, students’ cultural backgrounds, and/or English language proficiency; • creating lessons that reduce barriers, optimize levels of challenge and support, meet the needs of all learners, and increase access to grade-level curriculum.
	Evidence:	

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Element	<p>NM Element 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><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 ELs and IEP goals, when serving SWD.</i></p>	
Level of Performance	Not Demonstrating	<p>The teacher is</p> <ul style="list-style-type: none"> • lacking 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; • lacking evidence of using student achievement data to design activities to differentiate instruction; • lacking knowledge of students’ learning styles.
	Developing	<p>The teacher is</p> <ul style="list-style-type: none"> • limited in their 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; • using some evidence of student achievement data to design activities to differentiate instruction; • limited in their knowledge of student learning styles.
	Applying	<p>The teacher is</p> <ul style="list-style-type: none"> • demonstrating 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; • incorporating culturally sensitive strategies into instructional planning and practice; • providing moderate evidence of using student achievement data to differentiate instruction including—when supporting ELs—the use of ACCESS scores for EL students to differentiate instruction according to English language proficiency levels; • developing lessons using a variety of strategies to incorporate student learning styles.
	Innovating	<p>The teacher is</p> <ul style="list-style-type: none"> • demonstrating 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; • including students in the planning of culturally sensitive strategies and incorporates those into instructional practice; • providing 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; • using a wide repertoire of strategies to integrate a variety of learning styles into lessons and activities.
Evidence:		

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Element	<p>NM Element 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 learning goal at the end of the lesson? <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 ELs and IEP goals, when serving SWD.</i></p>	
Level of Performance	Not Demonstrating	<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; • does not communicate to students as to how they will be assessed.
	Developing	<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; • provides some direction to students as to how they will be assessed.
	Applying	<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, and/or 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 (Reading, Writing, Speaking, Listening); • documents annual present levels of performance, using measurable goals and objectives, with some discussion about performance in the regular classroom or provides case manager with student progress, when applicable; • considers diagnostic information for all students, which may include academic achievement, English language proficiency, IEP modifications, progress monitoring, etc. to monitor student understanding throughout the lesson.
	Innovating	<p>The teacher</p> <ul style="list-style-type: none"> • ensures full alignment between the instructional outcomes, all NM adopted standards and/or 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; • documents present levels of performance using measurable goals and objectives with discussion about performance in the regular classroom and/or provides the case manager with student progress.
	Evidence:	