

2019-20 NM Domains 2 and 3 Walkthrough

The scores captured on this form will **NOT** be included as a part of the teacher's summative score. To provide feedback on a specific Domain and Element, choose the drop-down arrow on the right beside the element you choose. This will open the rubric for scoring and providing feedback.

Submit this form immediately so that the teacher receives timely feedback.

You do NOT have to complete every Domain and Element. This form will need to be finalized before the end of the year.

Domain 2: Creating an Environment for Learning

2019-20 Walk-through Rubric 2a

Element	Not Demonstrating	Developing	Applying	Innovating
<p>NM Domain 2A: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> To what level are interactions in the classroom positive and productive? To what level are all student groups respected and valued in the classroom? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse, 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 language learners (ELLs) and Individualized Education Program (IEP) goals, when serving SWD.</i></p>	<p>Classroom interactions between the teacher and students and among students are inappropriate or insensitive to students' cultural backgrounds.</p>	<p>Classroom interactions between the teacher and students and among students are generally positive but may include</p> <ul style="list-style-type: none"> occasional lack of responsiveness to cultural, linguistic, or developmental differences among students; some conflict; occasional displays of insensitivity. 	<p>Classroom interactions between teacher and students and among students</p> <ul style="list-style-type: none"> exhibit politeness and respect; support students in managing disagreements; create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected; display respect and value for the languages and cultures of the school communities through classroom artifacts and interactions. 	<p>Classroom interactions between the teacher and students and among students</p> <ul style="list-style-type: none"> exhibit a high degree of respect; reflect warmth and caring; reflect a high degree of sensitivity to students' cultures that may include purposeful teacher-student or student-student dialog in multiple languages; reflect a high degree of sensitivity to students' levels of development.

[Enter Feedback](#)

Rubric Score: 0/0

2019-20 Walk-through Rubric 2b

Element	Not Demonstrating	Developing	Applying	Innovating
<p>NM Domain 2B: Organizing Physical Space</p> <ul style="list-style-type: none"> To what level do all students have equal access to learning resources and materials? To what level does the classroom environment support the day's 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 ELL and IEP goals, when serving SWD.</i></p>	<p>The teacher organizes the classroom in such a way that</p> <ul style="list-style-type: none"> it is potentially unsafe; students do not have access to learning or materials; it lacks alignment between the environment and the lesson's activities. 	<p>The teacher organizes the classroom in such a way that</p> <ul style="list-style-type: none"> ensures essential learning is accessible to most students; demonstrates a moderate use of physical resources, including technology; it is partially aligned to the lesson's activities. 	<p>The teacher organizes the classroom in such a way that</p> <ul style="list-style-type: none"> essential learning is accessible to <u>all</u> students; the physical arrangement encourages teacher-student and student-student interaction in a variety of settings and student groupings; evidence of student learning is posted; learning outcomes, such as content and language objectives, are posted and easily accessible during the lesson for the teacher and students to reference; visuals, graphics, anchor charts, and technology are readily accessible to enhance learning opportunities; provides techniques to enhance learning opportunities, such as preferential seating, study carrels, quiet areas, etc. 	<p>The teacher organizes the classroom in such a way that</p> <ul style="list-style-type: none"> visuals, graphics, and/or technology is accessible to use and to adapt to advance learning and engage students at varying levels of academic content including English language proficiency and supports for students with disabilities; students can contribute to the use or adaptation of the physical environment, such as preferential seating, study carrels, quiet areas, etc. to advance their own learning.

[Enter Feedback](#)

Rubric Score: 0/0

2019-20 Walk-through Rubric 2c

Element	Not Demonstrating	Developing	Applying	Innovating
<p>NM Domain 2C: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> To what level do all students exhibit a learning energy during the lesson that supports engagement? 	<p>The classroom culture is characterized by</p> <ul style="list-style-type: none"> a negative culture for learning, including a low teacher commitment to the subject; low expectations for student 	<p>The classroom culture is characterized by</p> <ul style="list-style-type: none"> some teacher commitment to the subject; modest expectations for student achievement; 	<p>The classroom culture is characterized by</p> <ul style="list-style-type: none"> high expectations for all students with a high level of teacher commitment to the subject; 	<p>The classroom culture is characterized by</p> <ul style="list-style-type: none"> high levels of enthusiasm for the subject by teacher and students; students seeking support and

To what level are all students encouraged to communicate with others to address learning goals?

Note: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.

Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.

achievement and engagement;

- little or no student effort.

- some student effort;
- students and teacher "going through the motions" to be compliant.

- norms and participant structures that are established with significant interaction by, and among, all peers, such as flexible student groups, student presentations, and structured student dialogue;
- supports for all students to hold themselves to high standards of performance through instruction, including addressing foundational skills, as per the IEP goals;
- authentic and relevant use of research-based strategies to enhance understanding of content and engagement with the related academic vocabulary;
- student commitment to the subject and demonstration of pride in their efforts.

- initiating improvements to their efforts (may vary depending on subgroup population, e.g., ID, ED);
- students being encouraged to reflect on their personal learning and growth.

[Enter Feedback](#)

Rubric Score: 0/0

2019-20 Walk-through Rubric 2d

Element	Not Demonstrating	Developing	Applying	Innovating
<p>NM Domain 2D: Managing Classroom Procedures</p> <ul style="list-style-type: none"> • To what level is the classroom culture and routine maximizing instructional time? • To what level does the teacher use developmentally appropriate procedures to maximize instructional time? <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>	<p>A majority of instructional time is lost due to</p> <ul style="list-style-type: none"> • inefficient classroom routines; • inefficient procedures for transition; • inefficient use of supplies and materials; • use of developmentally inappropriate procedures. 	<p>Some instructional time is lost due to</p> <ul style="list-style-type: none"> • partially effective classroom routines and procedures that may or may not be developmentally appropriate; • partially effective routines for transition; • partially effective use of supplies and materials. 	<p>Little instructional time is lost because of</p> <ul style="list-style-type: none"> • established routines and procedures that are developmentally appropriate for all students and may include modifying speech and wait time to ensure understanding of the routines; • routines and procedures that are designed to keep students' interest, maximize learning, and assist in transitions; • implementation of a well-organized system for accessing materials, including supplies and manipulatives. 	<p>Almost no instructional time is lost because of</p> <ul style="list-style-type: none"> • students' internalization of daily routines; • students' taking the initiative and contributing to the seamless operation of the classroom and classroom procedures, including those that pertain to developmentally appropriate cooperative learning activities; • implementation of a well-organized system of transitions in which students lead effective routines, including the distribution and collection of materials and manipulatives.

[Enter Feedback](#)

Rubric Score: 0/0

2019-20 Walk-through Rubric 2e

Element	Not Demonstrating	Developing	Applying	Innovating
<p>NM Domain 2E: Managing Student Behavior</p> <ul style="list-style-type: none"> • To what level are student behavior expectations consistently monitored and reinforced? <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>	<p>There is no evidence that standards of conduct have been established as demonstrated by</p> <ul style="list-style-type: none"> • lack of a plan for student behavior or classroom management; • little or no teacher monitoring of student behavior; • responses to student misbehavior that are repressive or disrespectful of student dignity; • lack of awareness, or no implementation, of the student functional behavioral assessment (FBA) or behavior intervention plan (BIP) when applicable. 	<p>There is minimal evidence that standards of conduct have been established as demonstrated by</p> <ul style="list-style-type: none"> • some evidence of a student behavior management plan; • minimal effort to monitor students' behavior; • inconsistent response to student misbehavior; • unsuccessful implementation of the student's FBA/BIP strategies, when applicable. 	<p>There is evidence that standards of conduct have been established as demonstrated by</p> <ul style="list-style-type: none"> • an effective student behavior management plan with students' knowledge of their roles; • an atmosphere conducive to learning with a focus on self-discipline, respect for the rights of others, and cooperation; • communicating and modeling of said expectations to all students; • responses to student misbehavior are consistent, respect the students' dignity, are sensitive to cultural differences, and are in accordance to the student's FBA/BIP strategies, when applicable. 	<p>There is evidence that standards of conduct have been established as demonstrated by</p> <ul style="list-style-type: none"> • allowing student ownership of the plans; • creating opportunities for students to lead the implementation of the student behavior management plan; • providing evidence of students' participation in setting conduct standards and monitoring their own behavior; • monitoring student behavior and is sensitive to individual learning needs, including needs of students with diverse linguistic and cultural backgrounds and identities; • responding with sensitivity to individual needs of <u>all</u> students and according to FBA/BIP, when applicable.

[Enter Feedback](#)

Rubric Score: 0/0

Domain 3: Teaching for Learning

2019-20 Walk-through Rubric 3a

Element	Not Demonstrating	Developing	Applying	Innovating
<p>NM Domain 3A: Communicating with Students in a Manner that is Appropriate to their Culture and Level of Development</p>	<p>The communication and delivery of expectations for learning, directions, procedures, and explanations of content are</p>	<p>The communication of expectations for learning, directions, procedures, and explanations of content are <i>limited, vague, and/or lack</i></p>	<p>The communication of expectations for learning, directions, procedures, and explanations of content with students include</p>	<p>The communication of expectations for learning, directions, procedures, and explanations of content with students include</p>

<p>To what level are directions clearly delivered and understandable?</p> <ul style="list-style-type: none"> To what level is content communicated in a clear, concise manner? <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 language learners (ELL) and Individualized Education Program (IEP) goals, when serving SWD.</i></p>	<p>not present or are unclear and/or confusing to students.</p>	<p>clarity.</p> <ul style="list-style-type: none"> desired learning outcomes, such as content and language objectives, are posted, stated, and referred to during the lesson cycle; use of clear communication and a range of vocabulary with scaffolds to ensure learning outcomes are understandable, including the solicitation of feedback and allowing for clarification from all students by using multiple strategies such as wait time, visuals, methodical systems, and physical cues; instructions and procedures that are consistent and anticipate possible student misconceptions; content that is delivered and differentiated by including the use of the students' academic English language proficiency levels and/or IEP goals, as applicable; use of opportunities to connect to students' cultural and linguistic background knowledge. 	<ul style="list-style-type: none"> strategies for students to interact with each other and offer feedback to peers; grade-level appropriate, understandable language with scaffolds that support students' language and academic proficiency levels and IEP goals for content and explanation of academic tasks; ensuring understanding of idioms and figurative language by clarifying and rephrasing when necessary; intentionally creating connections to students' cultural and linguistic background knowledge; opportunities for students to lead and direct lesson components.
<p>Enter Feedback</p> <p>Rubric Score: 0/0</p>			

2019-20 Walk-through Rubric 3b				
Element	Not Demonstrating	Developing	Applying	Innovating
<p>NM Domain 3B: Using Questioning and Discussion Techniques to Support Classroom Discourse</p> <ul style="list-style-type: none"> To what level do all students have an opportunity to ask and/or answer questions? To what level are questions thought provoking and rigorous? To what degree are questions designed and used to meet individual IEP goals? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse students, 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>	<p>The teacher's questioning techniques</p> <ul style="list-style-type: none"> do not allow for interaction between teacher and student or student-to-student; do not use scaffolds as appropriate for the developmental, cognitive, and/or linguistic needs of the students; are not aligned to content and provide no opportunity for student engagement; use low-level or inappropriate questions; elicit limited student participation and recitation rather than discussion. 	<p>The teacher's questioning techniques</p> <ul style="list-style-type: none"> provide minimal opportunities for interaction between teacher and student and student-to-student; have limited use of scaffolds as appropriate for the developmental, cognitive, and linguistic needs of the students; use low-level questions that evoke minimal student engagement; have some questions that elicit a thoughtful response, but are posed in rapid succession with no wait-time, and may be answered by the teacher; do not include a system that allows <u>all</u> students to respond. 	<p>The teacher's questioning techniques</p> <ul style="list-style-type: none"> provide frequent opportunities for interaction between teacher and student and student-to-student; use scaffolds as appropriate for the developmental, cognitive, and linguistic needs of the students; use pre-planned questions or tasks; use systems that evoke responses from all students and are appropriate to students' developmental, cognitive, and academic language proficiency, including the use of wait-time; consistently engage students in high levels of thinking within the specialized instruction and content; allow students to respond in a variety of ways, including kinesthetic or visual representation, depending on their developmental, cognitive, and academic language proficiency. 	<p>The teacher's questioning techniques</p> <ul style="list-style-type: none"> allow consistent, analytical, and collaborative approaches to understanding; scaffold for a deep understanding of concepts, using academic language; create opportunities for student-led discussion and debate of key concepts; allow students to take ownership or to lead, ensuring that all voices are heard in classroom and group discussions; incorporate student-generated, high-level questions that are within the specialized instruction and are content-specific; include the use of prompts to support students' responses to questions that can include repeating and rephrasing the question and modeling responses for less-proficient students.
<p>Enter Feedback</p> <p>Rubric Score: 0/0</p>				

2019-20 Walk-through Rubric 3c				
Element	Not Demonstrating	Developing	Applying	Innovating
<p>NM Domain 3C: Engaging Students in Learning</p> <ul style="list-style-type: none"> To what level are all students engaging in the lesson's activities? To what level are activities sequential and aligned to the daily learning target? To what level are all students required to be intellectually engaged with the course content? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse students, ELs, and SWD .</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standard, when serving ELL and IEP goals, when serving SWD.</i></p>	<p>Activities, assignments, materials, pacing, and grouping of students are not appropriate to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in low student engagement.</p> <ul style="list-style-type: none"> the teacher does not connect lesson to prior understanding; the lesson activities do not align with the learning outcome; the pacing and grouping are not appropriate for all learners; the lesson lacks structure. 	<p>Activities, assignments, materials, pacing, and grouping of students are somewhat appropriate to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in moderate student engagement in which</p> <ul style="list-style-type: none"> the teacher attempts to connect the lesson to prior understanding; the lesson activities are inconsistently aligned with the desired learning outcomes; the lesson structure is not fully maintained; the pacing is appropriate for some learners. 	<p>Activities, assignments, materials, pacing and grouping of students are fully appropriate to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in good student engagement in which</p> <ul style="list-style-type: none"> the teacher explicitly connects the lesson to prior understanding and student background experience; the lesson supports active engagement of all students and maintains an awareness of the effective amount of student talk vs. teacher talk; the teacher delivers lessons coherently with attention to scaffolding, pacing, sequencing, flexible grouping, student reflection, and closure; the teacher incorporates cognitive, developmental, linguistic, and cultural 	<p>Activities, assignments, materials, pacing, and grouping of students are fully appropriate to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in high intellectual student engagement in which</p> <ul style="list-style-type: none"> the teacher provides opportunities for students to lead reading, writing, speaking, and listening activities throughout the lesson; students incorporate cognitive, developmental, linguistic, and cultural experiences to support learning; the lesson incorporates multiple means of representation, expression, and engagement; the teacher encourages students to negotiate meaning and clarify understanding with

experiences to support learning;

- the teacher assesses student engagement and understanding and adapts methods for improved learning when needed;
- students are strategically grouped to provide opportunities to practice speaking, reading, writing, and listening, based on their instructional needs.

their peers, which may be supported using a language other than English, as appropriate;

- the teacher consistently assesses student engagement and understanding and immediately adapts methods for improved learning when needed.

Enter Feedback

Rubric Score: 0/0

2019-20 Walk-through Rubric 3d

Element	Not Demonstrating	Developing	Applying	Innovating
<p>NM Domain 3D: Assessment in Instruction (Refers to both Formative and Summative Assessment)</p> <ul style="list-style-type: none"> To what level does the teacher determine the understanding and needs of each student during the lesson? To what level are all students aware of how they will demonstrate understanding of the content/lesson? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse students, 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>	<p>Assessments are infrequently used in instruction and</p> <ul style="list-style-type: none"> are rarely monitored by the teacher for student progress or to offer feedback; students are rarely informed of assessment criteria. 	<p>Assessments are occasionally used to inform instruction and</p> <ul style="list-style-type: none"> provide limited or irrelevant feedback; students are occasionally informed of assessment criteria; are occasionally monitored by the teacher for student progress. 	<p>Assessments are consistently used to inform instruction and</p> <ul style="list-style-type: none"> contain clear performance criteria that are communicated effectively to students; align to the learning outcomes; contain differentiated assessment strategies/instruction; allow the teacher to check for understanding throughout the lesson and use techniques that are based on students' academic language needs and developmental level of readiness; allow the teacher to provide descriptive feedback in a timely manner. 	<p>Assessments are used in an intentional manner to drive instruction, and there is a method to</p> <ul style="list-style-type: none"> establish, support, and model the use of assessments as tools for improved learning and communication to students; engage students in analyzing and evaluating assessment data and information to improve learning; systematically gather and use assessment data to inform and guide instruction; ensure that students can articulate their level of performance using the criteria and scoring guidelines provided; provide feedback that can be used by students in their learning; support students in monitoring their progress towards mastery of content standards and/or specialized instruction, using informal and formal classroom assessments; involve students in establishing assessment criteria; engage students in setting and monitoring targets for learning and academic language development related to the content; support students in monitoring their progress with evidence-based strategies that include a combination of self and peer assessments.

Enter Feedback

Rubric Score: 0/0

2019-20 Walk-through Rubric 3e

Element	Not Demonstrating	Developing	Applying	Innovating
<p>NM Domain 3E: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> To what level does the teacher modify instruction within the lesson/class period? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse students, E Ls, 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>	<p>The teacher</p> <ul style="list-style-type: none"> disregards students' learning needs; adheres to the instructional plan, even when a change would maximize learning; does not accept responsibility for students' lack of academic progress. 	<p>The teacher</p> <ul style="list-style-type: none"> accepts minimal responsibility for student success; attempts to modify the lesson, responds to student questions with moderate success, but has a limited repertoire of strategies to draw upon; does not use strategies to support diverse learners. 	<p>The teacher</p> <ul style="list-style-type: none"> modifies instruction according to applicable IEPs; adjusts instructional plans and making accommodations for student questions, needs, and interests, while taking into account the language demands and grade level appropriateness of the content and instruction; adapts instructional plans by employing a variety of strategies and techniques that are responsive to students' needs, proficiency, cultures and/or experiences; revises the lesson based on periodic checking for understanding and/or formative assessments of all students. 	<p>The teacher</p> <ul style="list-style-type: none"> seizes opportunities to enhance learning by building on a spontaneous event or student interests; creates opportunities for student-led instruction, discussion, and/or questioning; appeals to student interests and making cultural and linguistic connections to learning outcomes; ensures the success of <u>all students</u> by using an extensive repertoire of instructional strategies in order to anchor instruction and help students make sense of content.


Enter Feedback

Rubric Score: 0/0

Strengths:

Actionable Feedback: (Ideally no more than 2-3 explicit suggestions to help educator improve instruction.)

Local Walkthrough Upload: If your district is using your own walkthrough tool, please upload the completed form in this space provided. In addition, please complete the Strengths and Actionable Feedback sections of this form.

Artifacts 					
Name	Upload Date	Upload User	File	