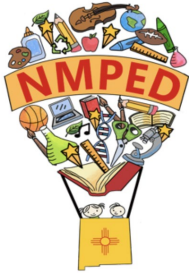# 1A: Demonstrating Knowledge of Content

The teacher knows the subject matter well, has a good grasp of child development and how students learn. The teacher designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes for "all students."

Note: *Any reference to "all students" includes culturally and linguistically diverse students, English Learners (ELs), and Students with Disabilities (SWD). Any reference to New Mexico adopted standards includes the WIDA English Language Development Standards (ELD) Framework, 2020 Edition Standards when serving English Learners (ELs) and Individualized Education Program (IEP) goals when serving SWD.*

Innovating	Applying	Developing	Not Demonstrating
• Demonstrates extensive knowledge of the content area(s) to be taught, including academic language demands, and correlates the IEP objectives with lesson plans/unit, when applicable. • Adapts as needed and implements standard-based units comprising well-structured lessons with challenging tasks and measurable outcomes with appropriate student engagement strategies, pacing, resources, grouping, and purposeful questions and strategic use of technology and digital media. • Students are able to learn and apply authentic context to the	• Demonstrates sound knowledge and understanding of the content area and academic language demands at a grade-appropriate level, and consistently engages students in the learning experiences that enable them to acquire complex knowledge, skills, and vocabulary. • Demonstrates knowledge of the developmental levels of students in this grade or subject by providing differentiated learning experiences that enable all students to exercise self-management, make responsible decisions, and make significant	• Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary. • Develops lessons/units that are partially aligned to NM adopted standards and/or minimal focus on IEP goals for present levels of performance. • Implements lessons/units of instruction with some elements of appropriate student engagement strategies.	• Demonstrates little knowledge of the subject matter and /or its pedagogy. • Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary. • Minimal or no alignment to NM adopted standards. • IEP goals for present levels of performance are not addressed in the unit and lesson development. • Demonstrates little or no knowledge of developmental levels of students in the grade, subject, or differences in how students learn. (Develops one learning experience for all

knowledge and skills defined in the state standards. It contains evidence-based specialized instruction according to the IEP, when applicable. ● Creates opportunities for students to contribute to the lesson design and content; includes opportunities for modifications in the IEP or language proficiency levels to be implemented across content areas, when applicable.	progress toward intended learning outcomes. ● Lessons/units are directly aligned to all NM adopted standards and/or IEP goals for present levels of performance. ● Lesson/units developed 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.	● Students' outcomes are poorly defined and tasks are not challenging; ● Minimal evidence of differentiated instruction or scaffolding of instruction.	students and does not enable most students to meet the intended outcomes.)

Evidence:

Indicators may include:
- Lesson and unit plans that reflect important concepts and academic language in the discipline and progress in a logical manner
- Lesson and unit plans that integrate a variety of strategies to help learners access information
- Lesson and unit plans that contain differentiation
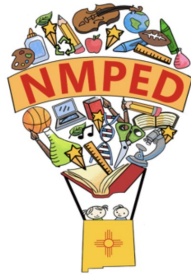
1B: Demonstrating Knowledge of Students

The teacher has a good grasp of child development and how students learn and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes for "all students."
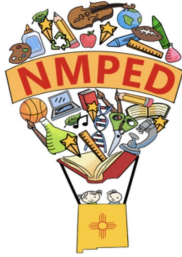
Note: *Any reference to "all students" includes culturally and linguistically diverse students, English Learners (ELs), and Students with Disabilities (SWD). Any reference to New Mexico adopted standards includes the WIDA English Language Development Standards (ELD) Framework, 2020 Edition Standards when serving English Learners (ELs) and Individualized Education Program (IEP) goals when serving SWD.*

Innovating	Applying	Developing	Not Demonstrating
● Demonstrates extensive knowledge and responsiveness to 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 sustaining strategies and incorporates those into instructional practice. ● Provides strong evidence of using student achievement data to differentiate instruction,	● 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 responsive strategies into instructional planning and practice. ● Integrates high-quality instructional materials to enhance student learning. ● Provides moderate evidence of using student achievement data	● Demonstrates 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. ● Inconsistently uses evidence of student achievement data to the design activities. ● Does not consistently differentiate instruction; limited in their knowledge of student learning styles varying approaches to student learning. ● Some knowledge of how to design activities that support	● Demonstrates 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. ● Lacks evidence of using student achievement data to design activities for differentiated instruction. ● Limited knowledge of students' learning styles and does not integrate varied approaches to learning. ● Very limited knowledge of how to design activities that support

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. ● Uses a wide repertoire of strategies to integrate a variety of learning styles and lessons and activities.	to differentiate instruction including—when supporting ELs—the use of ACCESS scores for EL students to differentiate instruction according to English language proficiency levels. ● Develops lessons using a variety of strategies to incorporate student background knowledge and culture as well as learning styles.	student understanding, performance and growth.	student understanding, performance and growth.

Evidence:

Indicators may include:

● Formal and informal information about students gathered by the teacher for use in planning and instruction
● Student interests, cultural and linguistic background, as well as needs, are learned by the teacher for use in planning
● Teacher-designed opportunities for families to share their heritage
● The teacher has listed the modifications or accommodations that a student needs to be successful in obtaining the learning goals of the lesson

The teacher analyzes data from assessments, draws conclusions, and shares them appropriately.

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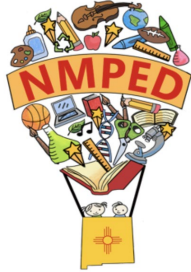
Innovating	Applying	Developing	Not Demonstrating
● Reflects high expectations that are clearly stated. ● Designs and administers a comprehensive system of informal and formal assessments, including common interim assessments and ongoing progress monitoring methods, to measure each student's learning, growth,critical thinking, and progress toward achieving state standards. ● Assessments contain modifications, as required to ensure students can complete the instructional outcomes and address IEP goals. ● Involves students in the process of developing learning goals, based on NM adopted standards.	● Uses formative assessments that explicitly support instructional outcomes in both content and language. ● Learning outcomes are explicitly stated as measurable and observable and reflect high expectations. ● Checks for understanding throughout the lesson. ● Establishes instructional processes and assessments that address the varying abilities of <u>all</u> learners. ● Assessments address the language demands of the content by including differentiated language demands based on individuals students' academic language proficiency levels.	● May administer some informal and /or formal assessments to measure student learning but rarely measures student progress toward achieving NM state standards. ● Learning outcomes are stated but not measurable. ● Provides some direction to students as to how they will be assessed but does not check for understanding throughout the lesson. ● Assessments may not be suitable for all students, somewhat grade-level appropriate, and/or do not reflect more than one type of learning but lack coordination and integration.	● Learning outcomes are not communicated to students or communicated with low expectations, not grade-level appropriate, and/or not clearly written. ● Administers only the assessments required by the school and does not utilize a variety of assessment methods. ● Does not communicate with students as to how they will be assessed. ● Makes few adjustments to practice based on formal and informal assessments.

5

● 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.	● Assessments contain modifications and are aligned to IEP goals, as required to ensure all students can complete the instructional outcomes. ● Consistently and explicitly informs students of the content and language objectives for the lesson. ● Includes a variety of assessments, both formative and summative, in the four language domains (Reading, Writing, Speaking, Listening). ● Include differentiated language demands based on individual student's academic language proficiency levels.		
Evidence:			

Indicators may include:
- Outcomes of a challenging cognitive level
- Statements/Evidence of student learning, not student activity
- Outcomes permitting assessment of student attainment
- Outcomes differentiated for students of varied ability

1D: Demonstrating Knowledge of Resources

Teacher utilizes skills and content learned from professional development opportunities and ensures "all students" have access to resources to support their learning.

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| Innovating	Applying	Developing	Not Demonstrating
● Seeks out and uses 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 implements information and strategies obtained through professional development to address individual learning styles, rates, and levels of learning including students with disabilities, students' cultural backgrounds, and/or English language proficiency.	● Uses existing resources—including support materials, textbooks, and supplementary materials—to enhance content knowledge for teaching and to differentiate instruction for all students. ● Uses 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. ● Uses information and strategies obtained through professional development to address students' individual learning needs, styles, rates, and level of	● Minimal use of existing resources—including support materials, textbooks, and supplementary materials—to enhance content knowledge for teaching and to differentiate instruction for all students. ● Minimal use of 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. ● Minimal use of information and strategies obtained through professional development to address students' individual learning needs, styles, rates, and level of learning—including	● Little to no evidence of resources being utilized to enhance the teacher's own content knowledge, to use in teaching, or to use with students who demonstrate need.

● Creates lessons that reduce barriers, optimize levels of challenge and support, meet the needs of all learners, and increase access to the grade-level curriculum.	learning—including academic English language proficiency.	academic English language proficiency.	

Evidence:

Indicators may include:
- Materials provided by the district
- Materials provided by professional organizations
- A range of texts
- Internet resources, community resources, and/or guest speakers (experts in the field)
- Ongoing participation by the teacher in professional education courses or professional groups
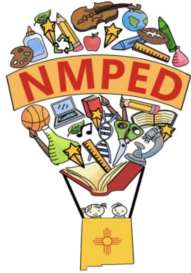
1E: Designing Coherent Instruction

The teacher develops meaningful sequenced lessons and activities that are also differentiated to support the learning of "all students."

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Innovating	Applying	Developing	Not Demonstrating
● Pedagogical practices include flexible grouping and differentiate 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 applications and include learning activities that progress coherently, are research-based, and are relevant	● Learning activities 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 are differentiated by scaffolding content and academic language for all learners. ● Learning activities 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	● Learning activities are minimally suitable and/or are minimally research-based. ● Some variety of learning strategies and minimal individual student support. ● Time allocations for learning activities that are relatively reasonable and/or somewhat grade-level appropriate.	● Learning activities are not suitable and/or are not research-based. ● Lessons lack a variety of learning strategies and do not provide individual student supports. ● Time allocations for learning activities are unrealistic and/or not grade-level appropriate.

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.	develop students' cognitive abilities and academic language. ● Explicit use of students' backgrounds to teach relationships among topics, concepts, and language.		
Evidence:			

Indicators may include:
- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plan/unit
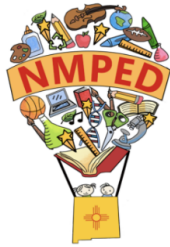
2A: Creating an Environment of Respect and Rapport

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another.
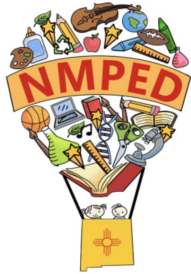
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Innovating	Applying	Developing	Not Demonstrating
- Exhibits a high degree of respect. - Reflects warmth and caring. - Reflects a high degree of sensitivity to students' cultures that may include purposeful teacher-student or student-student dialogue in multiple languages. - Reflects a high degree of sensitivity to students' levels of development.	- Applying - Exhibits politeness and respect. - Supports students in managing disagreements. - Creates and maintains an environment in which students' diverse backgrounds, languages, identities, strengths, and challenges are respected. - Displays respect and value for the languages and cultures of the school's diverse community through classroom artifacts and interactions.	- Minimal display of politeness and respect. - Minimal support of students in managing disagreements. - Minimal maintenance of an environment in which students' diverse backgrounds, languages, identities, strengths, and challenges are respected. - Minimal display of respect and value for the languages and cultures of the school's diverse community through classroom artifacts and interactions.	Classroom interactions between the teacher and students, and among students are inappropriate and/or insensitive to students' diverse backgrounds, languages, identities, and culture.

New Mexico Public Education Department, Educator Quality, 03/12/2024

Evidence:

Indicators may include:

- Respectful talk, active listening, and turn-taking
- Acknowledgment of students' backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by the teacher and students
- Appropriate physical proximity
- Politeness and encouragement
- Fairness and inclusivity

2B: Creating a Safe Learning Environment with Routines and Procedures

Elevate NM

Creates and maintains a safe and collaborative learning environment that motivates all students to take academic risks, challenge themselves, and claim ownership of their learning. Access is provided to learning materials and resources.
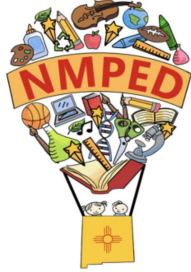
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Innovating	Applying	Developing	Not Demonstrating
● Uses routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice and shares thinking with students. ● Learning resources are accessible to use and adapt to advance learning and engage students at varying levels of academic content including English language proficiency and supports for students with disabilities.	● Uses routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. ● Ensures learning resources are accessible to <u>all</u> students. ● The physical arrangement encourages teacher-student and student-student interaction in a variety of settings and student groupings. ● Learning goals, such as content and language objectives, are posted and easily accessible during the lesson for the teacher and all students to reference.	● Learning environment is safe. ● Routines and responses needed to prevent and/or stop behaviors that interfere with all students' learning are used inconsistently and may not be developmentally appropriate. ● Partially effective routines for the transitions are utilized. ● Learning resources are accessible to <u>most</u> students.	● Learning environment is unsafe or does not support student learning. ● Uses inappropriate or ineffective routines and inefficient transitions. ● Uses inappropriate or ineffective responses to reinforce positive behavior or respond to behaviors that interfere with students' learning. ● Students do not have access to learning resources and/or inefficient use of supplies and materials.

• Students internalize daily routines. • Students taking the initiative and contributing to the seamless operation of the classroom, well-organized transitions, and classroom procedures, including those that pertain to developmentally appropriate cooperative learning activities.	• 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.		

Evidence:

Indicators may include:
- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students including the posting of learning and language goals
- Furniture arrangement suitable for the learning activities and supports the student-to-student collaboration
- Effective use of physical resources, including computer technology, by both teacher and students
- The smooth functioning of all routines
- Little or no loss of instructional time (smooth and efficient transitions)
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

2C: Establishing a Culture for Learning

Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

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Innovating	Applying	Developing	Not Demonstrating
● High levels of enthusiasm for the subject by teacher and students is evidenced by student engagement. ● Students seek out support and initiate improvements to their efforts (may vary depending on the student group population, e.g., ID, ED). ● Students being encouraged to reflect on their personal learning and growth. ● Students regularly seek out their peers as resources. ● Routinely supports all students to identify strengths, interests, and needs; set and pursue learning and language goals; ask for support when appropriate; take academic risks; problem-	● High expectations for all students. ● 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 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 the understanding of content and increase student engagement with the related academic vocabulary.	● Modest expectations for student achievement. ● Students and teacher only "going through the motions." ● Teaches some relationship and communication skills by providing some opportunities for students to work in groups. ● Creates some learning experiences that guide students to identify needs, ask for support, problem-solve, and challenge themselves to take academic risks. ● Some student commitment to the subject and demonstration of pride in their efforts.	● Low expectations for student achievement and engagement. ● Uses limited and/or inappropriate practices to accommodate differences. ● Makes little effort to teach relationship and communication skills or facilitate student work in groups, or such attempts are ineffective. ● Directs all learning experiences, providing few, if any, opportunities for students to engage with the content.

solve; challenge themselves and monitor their own progress. • The tone is set by the students and is inclusive of cultural and linguistic differences.	• Student commitment to the subject and demonstration of pride in their efforts. • Provides opportunities for students to learn in groups with diverse peers and facilitates meaningful academic discourse by developing individual student's relationship and communication skills. • Often creates learning experiences that guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; take academic risks and challenge themselves to learn. • The tone is inclusive of cultural and linguistic differences.		

Evidence:

Indicators may include:
- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- The expectation of high-quality work by the teacher and internalized by the student
- Expectation and recognition of effort and persistence on the part of the students
- High expectations for expression and work products
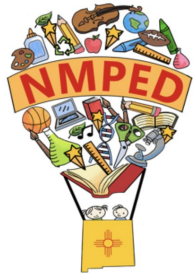
2D: Managing Student Behavior

The teacher utilizes a skill-building approach that strengthens the foundation of social skills for all students. Teaches behavioral expectations and acknowledges students for following them.

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Innovating	Applying	Developing	Not Demonstrating
- Allowing student ownership and creating opportunities for students to lead the implementation of the student behavior management plan. - Evidence of students' participation in setting conduct standards and monitoring their own behavior. - Responds with sensitivity to the individual needs of <u>all</u> students including those with diverse linguistic and cultural backgrounds and identities while ensuring the FBA/BIP are being followed, when applicable.	- Evidence of a student behavior management plan with students' knowledge of their roles. - An atmosphere conducive to learning with a focus on student self-discipline, respect for the rights of others, and cooperation. - Communication and modeling of said expectations for all students. - Responses to student behavior are consistent, respect student's dignity, sensitive to cultural and linguistic differences, and are in accordance with the student's FBA/BIP strategies, when applicable.	- Some evidence of a student behavior management plan but not consistently implemented. - Inconsistent response to student behavior (positive or negative). - Unsuccessful implementation of the student's FBA/BIP strategies, when applicable.	- Lack of a plan for student behavior or classroom management. - Little or no teacher monitoring of student behavior. - Responses to student misbehavior lack respect for student cultural and/or language differences. - Lack of awareness, or no implementation of the student functional behavioral assessment (FBA) or behavior intervention plan (BIP) when applicable.

Evidence:

Indicators may include:
- Behavior Management plan or social contract posted
- Teacher acknowledging expected behavior and misbehaviors
- Teacher modeling student expectations for the classroom and/or activity
- Teacher prompting students of the expectations for each activity (proactive)
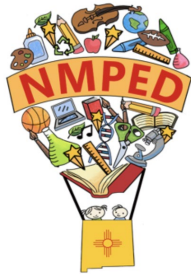
3A: Communicating with Students in a Manner that is Appropriate to their Culture, Language, and Level of Development

The teacher uses systems that evoke responses from all students and are appropriate to students' developmental, cognitive, and academic language proficiency. The teacher consistently engages students in high levels of thinking within instruction and content.
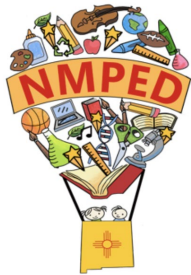
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Innovating	Applying	Developing	Not Demonstrating
- Strategies for students to interact with each other and offer feedback to peers. - Grade-level appropriate scaffolds that support students' language and academic proficiency levels and IEP goals for content and explanation of academic tasks. - Ensuring understanding of idioms and figurative language by clarifying and rephrasing when necessary. - Opportunities for students to lead and direct lesson components. - Intentionally creating connections to students' cultural	- Desired learning goals, 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 goals 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 are consistent. - Teacher begins lessons by accessing students' prior knowledge.	- Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces the expectations or does little to counteract student misconceptions about innate ability. - Teacher provides little elaboration or explanation about what the students will be learning. - Teacher's explanation of content consists of a monologue, with little student engagement. - The teacher sometimes accesses the student's prior knowledge. - Teacher's explanations for content are purely procedural,	- The teacher does not communicate in a manner that allows all students to access specific academic and behavior expectations. - The teacher does not model or illustrate a growth mindset for students. - Lessons do not access students' prior knowledge or build off of their backgrounds. - At no time during the lesson does the teacher convey to the student what they will be learning. - The teacher's vocabulary is inappropriate to the age and/or culture of the students.

and linguistic background knowledge.	● Student misconceptions are anticipated, planned for and addressed. ● Content is delivered and differentiated by language proficiency levels and/or IEP goals, as applicable. ● Use of opportunities to connect to students' cultural and linguistic background knowledge.	with no indication of how students can think strategically. ● Teacher's attempts to explain academic vocabulary but is only partially successful.	● Students indicate through their questions that they are confused about the learning tasks.

Evidence:

Indicators may include:
- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies, awareness of potential student misconceptions
- Utilizing opportunities to connect to students' cultural and linguistic background knowledge

3B: Using Questioning and Discussion Techniques to Support Classroom Discourse

Elevate NM

NMPED

Teacher models and utilizes questioning techniques that allow <u>all</u> students to engage and participate in classroom discussions.

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Innovating	Applying	Developing	Not Demonstrating
• Models questioning and discussion approaches that lead students to access knowledge on their own. • Allows consistent, analytical, and collaborative approaches to understanding. • Scaffolds for a deep understanding of concepts using academic language. • Create opportunities for student-led discussion and debate on key concepts. • Encourages students to take ownership or to lead, ensuring that all voices are heard in classroom and group discussions. • Incorporates student-generated, high-level questions that are	• Provides frequent opportunities for interaction between teacher and student and student-to-student • Uses scaffolds as appropriate for the developmental, cognitive and linguistic needs of the students. • Uses pre-planned questions or tasks throughout the lesson. • Employs 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 engages students in high levels of thinking within the instruction and content. • Allows students to respond in a variety of ways, including	• Provides minimal opportunities for interaction between teacher and student and student-to-student. • Limited use of scaffolds for the developmental, cognitive, and linguistic needs of the students. • Uses low-level questions that evoke minimal student responses and engagement. • Utilizes some questions that elicit a thoughtful response, <u>but</u> are posed in rapid succession with no wait-time, and may be answered by the teacher. • Does not include an approach that allows <u>all</u> students to respond.	• 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. • Lacks alignment with the content and provides no opportunity for student engagement. • Uses low-level or inappropriate questions. • Elicits limited student participation and recitation rather than discussion.

within the instruction and are content-specific. ● Integrates the use of discourse prompts to support students' when engaging in the classroom and/or small group discussions and/or debate.	kinesthetic or visual representation, depending on their developmental, cognitive, and academic language proficiency.		

Evidence:

Indicators may include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in a give-and-take with the teacher and with their classmates
- High levels of student participation in discussion
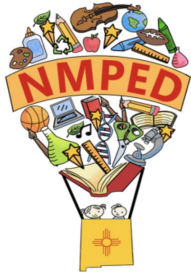
3C: Engaging Students in Learning

Effective teachers understand engaging students in learning is vital in order for students to acquire knowledge. Student engagement does not happen by accident, it is the result of careful planning and implementation.

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Innovating	Applying	Developing	Not Demonstrating
• The teacher provides opportunities for students to lead reading, writing, speaking, and listening activities throughout the lesson. • Consistently uses instructional practices that motivate and engage <u>all</u> students in the content for the lesson and independent work. • 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 their peers, which may be supported using a	● The teacher explicitly connects the lesson to prior understanding by integrating students' cultural and linguistic background experience. ● Consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson. ● The lesson supports the 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 attempts to connect the lesson to prior understanding. ● Uses instructional practices that motivate and engage some students in the content of the lesson, but leave others uninvolved and/or passive participants. ● The lesson activities are inconsistently aligned with the desired learning outcomes. ● Pacing is somewhat appropriate for some learners. ● The lesson structure is not fully maintained.	● The teacher does not connect the lesson to prior understanding. ● Uses instructional practices that leave most students uninvolved and/or passive participants in the content of the lesson. ● The lesson activities do not align with the learning outcome. ● The pacing and grouping are not appropriate for all learners to be able to access the content. ● No lesson structure.

language other than English, as appropriate. • The teacher consistently assesses student engagement and understanding while adapting instruction for improved learning when needed.	• The teacher incorporates cognitive, developmental, linguistic, and cultural 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.		

Evidence:

Indicators may include:

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively "working", rather than watching while their teacher "works"
- Suitable pacing of the lesson; neither dragged out nor rushed, with time for closure and student reflection

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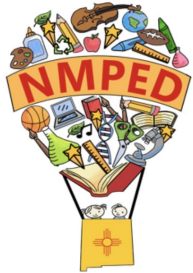
3D: Assessment in Instruction (Refers to both Formative and Summative Assessment)

The teacher monitors student learning and provides feedback to support student growth.

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Innovating	Applying	Developing	Not Demonstrating
• Students approach assessment as an integral part of learning and comprehend how assessment is aligned to their development and growth by helping to establish assessment criteria. • Students engage in setting and monitoring goals for learning and academic language development related to the content. • Students can articulate their level of performance using the criteria and scoring guidelines provided.	• Students understand the performance criteria. • The teacher systematically gathers and uses assessment data to inform and guide instruction. • Aligns assessment with the learning goals. • Contains differentiated assessment strategies/instructions. • Teacher checks for understanding throughout the lesson and uses techniques that are based on students' academic language needs and developmental level of readiness. • The teacher provides descriptive and actionable feedback in a timely manner.	• Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. • Questions and assessments are rarely used to diagnose evidence of learning. • Feedback to students is general and not actionable, a few students assess their own work.	• Students do not appear to be aware of the assessment criteria. • Little or no monitoring of student learning. • Feedback is absent or of poor quality. • Students do not engage in self or peer assessment.

New Mexico Public Education Department, Educator Quality, 03/12/2024

• The teacher provides feedback that can be used by students in their learning. • Supports students in monitoring their progress towards mastery of content standards and/or specialized instruction, using informal and formal classroom assessments including strategies that include a combination of self and peer assessment.			
Evidence:			

Indicators may include:
- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria
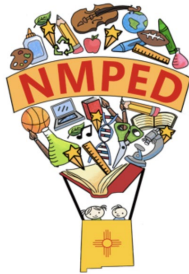
3E: Demonstrating Flexibility and Responsiveness

The teacher demonstrates the ability to make both minor and major adjustments to the lesson in order to maintain maximum student engagement and/or help students when they encounter difficulty in their learning.

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Innovating	Applying	Developing	Not Demonstrating
● 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 makes cultural and linguistic connections to learning goals. ● Ensures the success of <u>all</u> students by using an extensive repertoire of instructional strategies in order to anchor instruction and help students make sense of content.	● Modifies instruction according to applicable IEPs. ● Adjusts instructional plans and makes 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, culture, and linguistic background. ● Revises the lesson based on periodic checks for understanding and/or formative assessments of all students.	● Attempts to modify the lesson, responds to student questions with moderate success, but has a limited repertoire of strategies to draw upon. ● Accepts minimal responsibility for student success. ● Occasionally uses strategies to support diverse learners.	● Makes no attempt to adjust the lesson in response to student confusion. ● Does not accept responsibility for the lack of student success. ● Does not attempt to clarify information for students and does not successfully answer student questions. ● Does not use strategies to support diverse learners.

27

Evidence:

Indicators may include:

- Incorporation of student relevant events into a lesson
- The teacher adjusts instruction in response to evidence of student understanding (or lack of it)
- The teacher seizes teachable moments
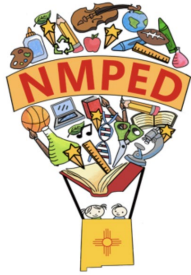
4A: Communicating with Families

Teachers establish relationships with families by communicating with them about the instructional program, conferring with them about their individual student(s), and inviting them to be part of the educational process itself on a regular basis throughout the academic school year.

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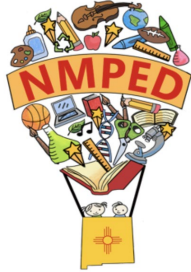
Innovating	Applying	Developing	Not Demonstrating
● Goes beyond the district's/school's requirements for communicating with families and provides frequent information to families about ways to support children as learners, student progress, instruction, and assessment—including the ACCESS for ELs Parent Report, as applicable. ● Communicates with families on student progress, learning goals and/or IEP goals (academic and/or behavioral) and progress towards goals when supporting SWD as well as EL students, using specific examples of student progress based on data in parent-friendly language, as applicable.	● Fully adheres to the district's/school's requirements for communicating with families. ● Conducts effective communications from school-to-home about appropriate school programs and student progress, including the ACCESS for ELs Parent Report and IEP goals, as applicable, and effectively responds to home-to-school communications. ● Consistently provides families with clear, user-friendly expectations for student learning and behavior. ● Regularly communicates with families in an affirming manner about student learning and performance, invites and	● Minimally adheres to the district's/school's requirements for communicating with families. ● Does not clearly communicate to families the instructional program, the IEP goals (academic and/or behavioral) as applicable. ● Relies primarily on newsletters and other one-way media to communicate with families. ● Usually responds promptly and respectfully to communications from families but demonstrates inconsistent or little understanding of different home languages, cultures, and values.	● Rarely adheres, or does not adhere, to the district's/school's requirements for communicating with families. ● Provides little or no information to families about the instructional program, the IEP goals (academic and/or behavioral) as applicable, and/or progress toward goals for all students. ● Communicates with or responds to families only through report cards or at conference time. ● Communicates with families inappropriately or disrespectfully; makes no effort to understand different home languages, cultures, and values.

● Regularly uses a reciprocal system that supports frequent, proactive, and personalized communication with families about student learning and performance, while demonstrating an understanding of and appreciation for different families' home language, culture, and values.	responds promptly to communications from families while demonstrating an understanding of and respect for different home languages, cultures, and values.		

Evidence:

Indicators may include:
- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

4B: Participating in a Professional Learning Community

Teachers collaborate with their colleagues in order to share strategies, plan joint efforts, and plan for the success of individual students.

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Innovating	Applying	Developing	Not Demonstrating
● Makes a substantial contribution to the professional learning community. ● Actively and consistently participates in school/district activities. ● Shares knowledge of, and proactively seeks, opportunities to learn more about techniques and strategies to work with all students, which may include cultural perspectives. ● Proactively seeks opportunities to learn about researched-based techniques and strategies for sheltering academic language and that address student learning. ● Collaborates with other teachers to monitor IEP objectives	● Participates actively in a professional learning community. ● Participates in school and district required activities. ● Maintains positive and productive relationships with colleagues that benefits students. ● Provides appropriate information on SWD and ELs to appropriate personnel as applicable (e.g., strengths, weaknesses, preferred modalities, environmental modifications, IEP goals, etc.). ● Consults with appropriate personnel about instructional, environmental, and behavioral modifications for SWD and	● Participates minimally in a professional learning community. ● Inconsistently attends required school/district activities. ● Maintains relationships with colleagues that are cordial, but these relationships do not lead to productive work that benefits students. ● Interacts minimally with appropriate personnel about instructional, environmental, and behavioral modifications for SWD and/or about instructional strategies for culturally and linguistically diverse students.	● Does not participate in a professional learning community. ● Does not participate in required school/district activities. ● Demonstrates relationships with colleagues which are negative and/or unprofessional.

addressed in the regular classroom.	about instructional strategies for culturally and linguistically diverse students, as applicable. ● Participates in interactions with colleagues that are characterized by a willingness to listen and consider multiple points of view.		
Evidence:			

Indicators may include:
- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school and/or district initiatives
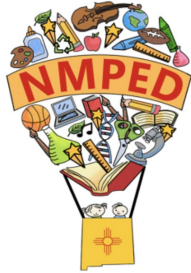
4C: Reflecting on Teaching

Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and workgroups to gather information, analyze data, examine issues, set meaningful goals and develop new approaches in order to improve teaching and learning.

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Innovating	Applying	Developing	Not Demonstrating
● Consistently reflects on instructional practices thoughtfully and accurately with specific evidence. ● Consistently uses progress monitoring to reflect on the effectiveness of instructional practices. ● Exhibits skills and knowledge that reflect current research and best practices in the field. ● Suggests alternative instructional practices and predicts the likely success of each. ● Uses assessment data as a primary driver to inform the quality and effectiveness of instructional practices.	● Provides an accurate and objective description of instructional practices with specific evidence. ● Uses progress monitoring to reflect on the effectiveness of instructional practices. ● Provides specific suggestions as to how instructional practices might be improved, based on students' progress and use of assessment data.	● Provides a partially accurate and objective description of instructional practices with some evidence. ● Makes general, non-specific suggestions as to how instructional practices might be improved. ● Occasionally uses data to inform and modify instructional practices.	● Rarely or never accurately assesses the effectiveness of their instructional practices. ● Lacks awareness of how instructional practices can be improved. ● Rarely or never uses data to reflect on their instructional practices.

Evidence:

Indicators may include:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies
- Reflects on student data on an ongoing basis looking for trends and areas for improvement
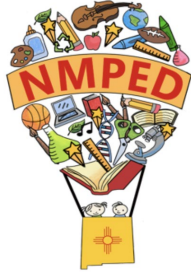
4D: Demonstrating Professionalism

The teacher demonstrates professionalism by acting with integrity and honesty. The teacher is ethical and reliable and meets routine responsibilities consistently while putting student needs at the forefront of their decision-making.

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Innovating	Applying	Developing	Not Demonstrating
● Seeks leadership opportunities to ensure the highest level of professional practice by all members of the learning community. ● Works with colleagues to create activities promoting a positive school environment. ● Assists in designing school practices that honor all students and the goals and mission of the learning community. ● Models advocacy for, and instructs, all students in self-advocacy skills, making particular effort to challenge negative attitudes and to ensure that all students are honored and valued.	● Displays a high level of professionalism by making decisions and recommendations based on the needs of all students. ● Promotes a positive working/learning environment for students, colleagues, and community members. ● Demonstrates knowledge of applicable laws, policies, regulations, and procedures related to all students. ● Consistently follows district/school regulations and timelines and maintains accurate documentation. ● Promotes a safe environment when monitoring students and activities.	● Displays minimal professionalism by making decisions and recommendations based on the needs of some students. ● On occasion condones or supports practices that are negative and/or harmful to students, colleagues or school climate. ● Minimally complies with district/school regulations and timelines. ● Inconsistently follows district/school regulations, timelines, and fails to maintain accurate documentation.	● Contributes to practices that are negative and/or harmful to students, colleagues or school climate. ● Rarely complies, or fails to comply, with district/school regulations and timelines. ● Does not comply with school regulations, timelines, assigned duties, or attend regularly scheduled meetings.

	• Works to achieve equitable learning and achievement outcomes for all students.		
Evidence:			

Indicators may include:
- The teacher has a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminds participants during committee or planning work that students are the highest priority
- The teacher supports and advocates for students, even in the face of difficult situations or conflicting policies
- The teacher consistently fulfills district mandates regarding policies and procedures
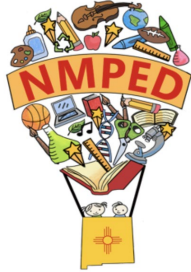
4E: Growing and Developing Professionally

Actively pursues professional development and learning opportunities to improve the quality of practice and build the expertise and experience to assume different instructional and leadership roles.

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Innovating	Applying	Developing	Not Demonstrating
- Actively pursues professional development opportunities. - Initiates activities to share expertise with others, including evidence-based instruction. - Seeks out feedback and best practices from supervisors and colleagues/specialists in areas such as Indian Education, ELs, special education, and bilingual education, in order to make instruction accessible and understandable for <u>all</u> students. - Expands on feedback from supervisors/colleagues and uses it to directly improve instruction.	- Accepts opportunities for professional growth, based on identified areas in need of improvement. - Implements evidence-based strategies learned in professional development sessions. - Actively reads and applies current research in areas of greatest impact for all students. - Implements feedback from supervisors and colleagues regarding evidence-based instruction.	- Participates minimally in professional development activities that are convenient and/or required. - Makes limited attempts to share knowledge with colleagues. - Attempts to integrate feedback from supervisors and colleagues.	- Rarely participates, or does not participate, in professional development activities. - Makes no effort to share knowledge with colleagues. - Demonstrates resistance to feedback from supervisors and/or colleagues.

Evidence:

Indicators may include:
- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry