Domain 1: Preparation and Planning

Element:		NMTEACH 1A: Demonstrating knowledge of content • **To what level is content communicated in the lesson plan and resulting lesson?**
Level of Performance	Ineffective	Teacher's plans display little knowledge of the content and no alignment to NM adopted standards.
	Minimally Effective	Teacher's plans reflect some knowledge of the content and partial alignment to NM adopted standards.
	Effective	Teacher's plans reflect solid knowledge of the content and are clearly aligned to NM adopted standards. Teacher demonstrates familiarity with resources to enhance own knowledge in each core area.
	Highly Effective	Teacher's plans reflect extensive knowledge of the content in core areas. Teacher's instructional plans incorporate research and resources related to the NM adopted standards.
	Exemplary	Teacher's plans reflect extensive knowledge of content. Teacher incorporates current research resources to support NM adopted standards. Teacher contributes to the refinement and development of the approved NM adopted standards-aligned curriculum.
	Notes:	

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Element:		NMTEACH 1B: Designing coherent instruction • **To what level are activities meaningfully sequenced to support learning?** • **To what level are a variety of learning strategies used within the instructional plan?**
Level of Performance	Ineffective	The sequence of learning experiences is poorly aligned with NM adopted standards.
	Minimally Effective	The sequence of learning experiences demonstrates partial alignment with NM adopted standards.
	Effective	The lesson is designed to implement instructional targets aligned to NM adopted standards as follows: • Creating explicit connections between previous learning and new concepts and skills; contains substantive learning tasks; structure learning tasks progressively to develop students' cognitive abilities and skills. The sequence of learning experiences is aligned to NM adopted standards, instructional learning targets and is differentiated by scaffolding content and academic language for diverse learners.
	Highly Effective	Teacher designs pedagogical practices, including student grouping, differentiated instruction based on student level, and prepared questions to reinforce and extend student learning to include real world, application-based experiences.
	Exemplary	The teacher shows evidence of designing coherent instruction in a collaborative manner by intentionally demonstrating awareness and processes for engaging all students.
	Notes:	

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Element:	NMTEACH 1C: Setting instructional outcomes • **How are daily learning goals communicated to students?** • **To what level do learning goals directly align to content standards?**	
Level of Performance	**Ineffective**	Instructional targets are not aligned to NM adopted standards.
	Minimally Effective	Instructional targets are moderately aligned to NM adopted standards, but not explicitly stated to students.
	Effective	Instructional targets are aligned to NM adopted standards and stated as measurable and observable goals for student learning. Instructional processes and activities address students' varying abilities, and are aligned to instructional targets.
	Highly Effective	Instructional targets are aligned to NM adopted content, and are translated into student accessible learning objectives. The instructional process and learning activities are rigorous and aligned to NM adopted standards and instructional outcomes, and include plans for modifications to ensure students are able to complete the targeted objective.
	Exemplary	The teacher has a deep understanding of grade-level NM adopted standards and appropriate pedagogy to ensure all students are making progress toward deep understand and proficiency in NM adopted standards and learning targets.
	Notes:	

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Element:	NMTEACH 1D: Demonstrating knowledge of resources • **How does the teacher utilize skills and content learned from professional development opportunities?** • **What resources have been provided to students to support learning?**	
Level of Performance	**Ineffective**	Teacher demonstrates little or no familiarity with resources to enhance own content knowledge, to use in teaching, or for students who demonstrate need.
	Minimally Effective	Teacher demonstrates some familiarity with resources to enhance own content knowledge, to use in teaching, or for students who demonstrate need.
	Effective	Teacher fully utilizes existing resources, including support materials, textbooks, supplementary materials, to enhance content knowledge, to use in teaching, or for students who demonstrate need.
	Highly Effective	Teacher seeks out and uses resources beyond school/district, in professional organizations, internet, and community to enhance content knowledge, to use in teaching, or for students who demonstrate need.
	Exemplary	The teacher actively engages colleagues and provides resources to them in areas that are pertinent to their needs. The teacher also collects and shares content specific research studies and practices, and shares outside resources. Teacher provides and trains staff for school-wide initiatives.
	Notes:	

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Element:		NMTEACH 1E: Demonstrating knowledge of students • To what level have student learning styles been addressed in the lesson? • How has student achievement data been used to design activities to support content acquisition?
Level of Performance	**Ineffective**	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs.
	Minimally Effective	Teacher demonstrates some knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs.
	Effective	Teacher demonstrates solid knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs.
	Highly Effective	Teacher demonstrates extensive knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs, and incorporates culturally-sensitive strategies into instructional planning and practice.
	Exemplary	The teacher provides novice and struggling teachers with understanding, resources, and mentorship for addressing the unique needs of individual students. The teacher provides ongoing support to administration in demonstrating linguistically-and culturally-appropriate instructional programs for the school site.
	Notes:	

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Element:		NMTEACH 1F: Designing student assessment • To what level has the teacher incorporated formative assessment techniques throughout the lesson? • How are students assessed to determine understanding of the learning target at the end of the lesson?
Level of Performance	**Ineffective**	Teacher's plan for assessing student learning contains no clear criteria or NM adopted standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students.
	Minimally Effective	Teacher's plan for assessing student learning is partially aligned with the instructional outcomes, and is appropriate to some students.
	Effective	Teacher's plan for assessing student learning is aligned with the instructional outcomes, success criteria, and the assessment tools. Teacher uses clear criteria to produce evidence which enables the teacher to make instructional adjustments and provide feedback to move student learning forward. Formative assessments are explicitly planned for each incremental learning step to ensure student learning outcomes.
	Highly Effective	There is full alignment between the instructional outcomes, the success criteria, and the assessment tools. Teacher uses clear criteria that show where each student is in his/her learning.
	Exemplary	The teacher helps implement school-wide training and implementation for understanding and using assessment data. Students are assessed in multiple ways, using a variety of approaches to show what they know and where they are in their learning.
	Notes:	