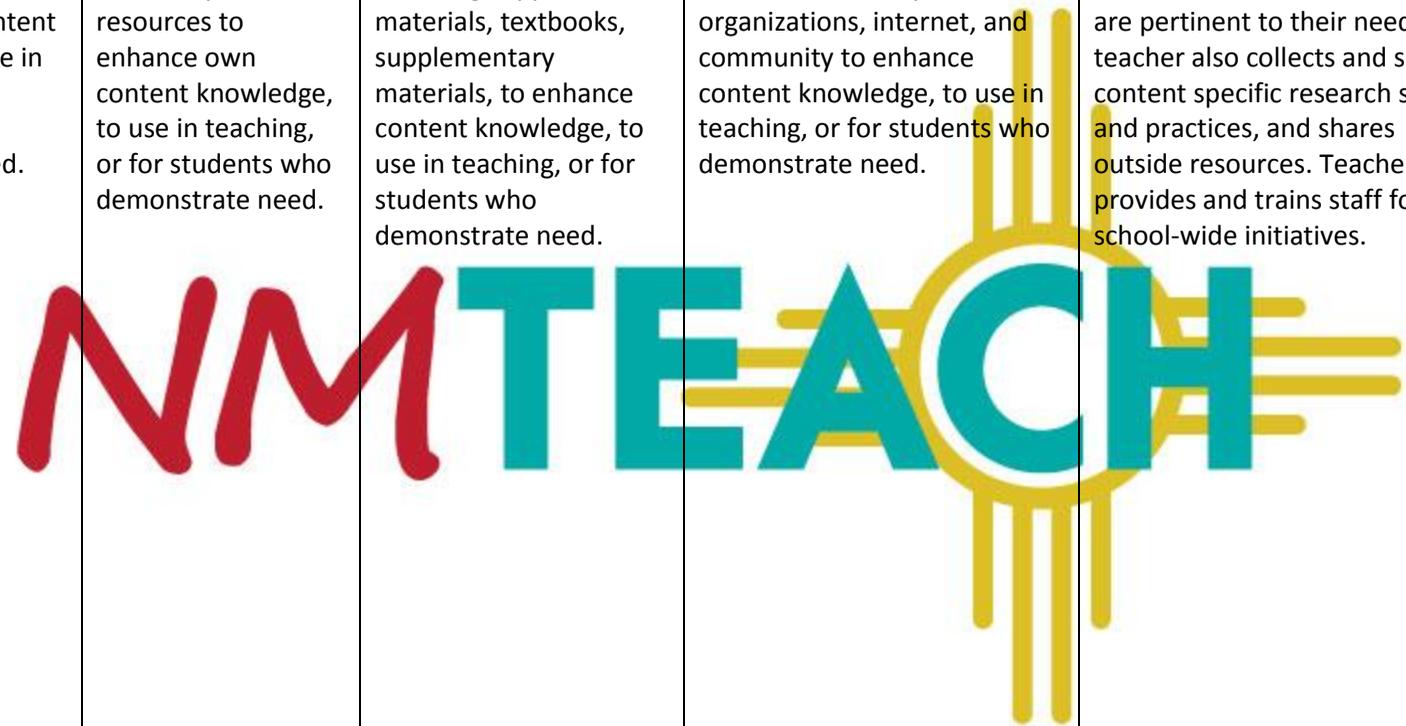


Element	Domain 1: Planning and Preparation					Notes	
	Level of Performance						
	Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary		
Knowledge of Content and Pedagogy	NMTEACH 1A: Demonstrating knowledge of content <ul style="list-style-type: none"> To what level is content communicated in the lesson plan and resulting lesson? 	Teacher's plans display little knowledge of the content and no alignment to NM adopted standards.	Teacher's plans reflect some knowledge of the content and partial alignment to NM adopted standards.	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.	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.	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.	
	NMTEACH 1B: Designing coherent instruction <ul style="list-style-type: none"> To what level are activities meaningfully sequenced to support learning? 	The sequence of learning experiences is poorly aligned with NM adopted standards.	The sequence of learning experiences demonstrates partial alignment with NM adopted standards.	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	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.	The teacher shows evidence of designing coherent instruction in a collaborative manner by intentionally demonstrating awareness and processes for engaging all students.	

<ul style="list-style-type: none"> To what level are a variety of learning strategies used within the instructional plan? 			<p>experiences is aligned to NM adopted standards, instructional learning targets and is differentiated by scaffolding content and academic language for diverse learners</p>			
<p>NMTEACH 1C: Setting instructional outcomes</p> <ul style="list-style-type: none"> How are daily learning goals communicated to students? To what level do learning goals directly align to content 	<p>Instructional targets are not aligned to NM adopted standards.</p>	<p>Instructional targets are moderately) aligned to NM adopted standards, but not explicitly stated to students.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	



standards?						
<p>NMTEACH 1D: Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> • How does the teacher utilize skills and content learned from professional development opportunities? • What resources have been provided to students to support 	<p>Teacher demonstrates little or no familiarity with resources to enhance own content knowledge, to use in teaching, or for students who demonstrate need.</p>	<p>Teacher demonstrates some familiarity with resources to enhance own content knowledge, to use in teaching, or for students who demonstrate need.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	

	learning?						
Knowledge of Students	<p>NMTEACH 1E: Demonstrating knowledge of students</p> <ul style="list-style-type: none"> To what level have student learning styles been addressed in the lesson? How has student achievement data been used to design activities to support content acquisition? 	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs.	Teacher demonstrates some knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs.	Teacher demonstrates solid knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs.	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.	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.	



