

**Domain 1: Planning and Preparation**

**Element A:** Demonstrating knowledge of content: To what level is content communicated in the lesson plan and resulting lesson?

**Definition of Element:**

*In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21<sup>st</sup> century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.*

*Basic elements are:*

*Knowledge of content and the structure of the discipline*

*Knowledge of prerequisite relationships*

*Knowledge of content-related pedagogy*

*Any reference to “all students” includes culturally and linguistically diverse students, English Learners, and Students with Disabilities.*

*Any reference to NM Adopted Standards includes the 2012 amplification of WIDA ELD standards when serving ELL students and IEP goals when serving Students with Disabilities.*

**Key Descriptive Activities at the Domain Level (General Look Fors)**

This domain and element are characterized by the teacher’s plans reflecting solid knowledge of the content and are clearly aligned to NM adopted standards. The teacher demonstrates familiarity with resources to enhance their own knowledge in each core area. Examples include: content knowledge, district curriculum resources used, standards and objectives connected, instructional materials are grade level appropriate, total alignment to the standard, standards have been unpacked and activities are logical and well thought out, and the teacher’s examples and materials do not contain content errors.

<b>Ineffective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<p>Teacher’s plans display little knowledge of the content and no alignment to NM-adopted standards.</p>	<p>In planning and practice the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher demonstrates little understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>The teacher makes content errors.</p> <p>The teacher does not consider prerequisite relationships when planning.</p> <p>The teacher’s plans use inappropriate strategies for the discipline.</p> <p>Little or no knowledge of content area</p> <p><b>The teacher’s lesson plans and resulting lessons display:</b></p> <p><b>Minimal or no alignment to NM adopted standards</b></p> <p><b>Minimal or no evidence of instructional strategies to address the needs of all students</b></p> <p><b>Minimal or no evidence of differentiated instruction addressing the needs of all students</b></p> <p><b>No IEP goals for Present Levels of Performance</b></p>	<p>The teacher says, “The official language of Brazil is Spanish, just like other South American countries.”</p> <p>The teacher says, “I don’t understand why the math book has decimals in the same unit as fractions.”</p> <p>The teacher has students copy dictionary definitions, each week, to help them learn to spell difficult words.</p>

<b>Minimally Effective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<p>Teacher’s plans reflect some knowledge of the content and partial alignment to NM-adopted standards.</p>	<p>The teacher is familiar with the important concepts in the discipline but demonstrates lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>The teacher’s understanding of the subject is rudimentary.</p> <p>The teacher’s knowledge of prerequisite relationships is inaccurate or incomplete.</p> <p>Lesson and unit plans are limited instructional strategies, and some are not suitable to the content.</p> <p><b>The teacher’s lesson plans and resulting lessons display:</b></p> <p><b>Minimal knowledge of content area</b></p> <p><b>Partial alignment to NM adopted standards</b></p> <p><b>Minimal use of instructional strategies to address the needs of all students</b></p> <p><b>Minimal evidence of differentiated instruction addressing the needs of all students</b></p> <p><b>Minimal focus on IEP goals for Present Levels of Performance.</b></p>	<p>The teacher plans lessons on area and perimeter, independently of one another, without linking the concepts together.</p> <p>The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.</p> <p>The teacher always plans the same routine to study spelling – pretest on Monday, copy the words five times on Tuesday and Wednesday and test on Friday.</p>

<b>Effective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<p>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.</p>	<p>The teacher displays solid knowledge of important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of the prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p>	<p>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>The teacher provides clear explanations of the content.</p> <p>The teacher answers student questions accurately and provides feedback that furthers their learning.</p> <p>Instructional strategies in unit and lesson plans are entirely suitable to the content.</p> <p><b>The teacher’s lesson plans and resulting lessons display:</b></p> <p><b>Develop instruction which reflects solid knowledge of the content area and academic language demands at a grade-appropriate level</b></p> <p><b>Are directly aligned to all NM adopted standards</b></p> <p><b>Demonstrate familiarity with resources to enhance knowledge in each core area</b></p> <p><b>Include IEP goals for Present Levels of Performance</b></p> <p><b>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</b></p>	<p>The teacher’s plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.</p> <p>The teacher has realized that students are not sure how to use a compass and so the teacher plans to have students practice that skill before introducing the activity on angle measurement.</p> <p>The teacher plans to expand a unit on civics by having students simulate a court trial.</p>

<b>Highly Effective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<p>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.</p>	<p>The teacher displays extensive knowledge of the important concepts in the discipline and how they relate, both to one another, and to other disciplines. The teacher demonstrates an understanding of prerequisite relationships among topics and concepts, and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p>	<p><b>In addition to the indicators to be effective, the teacher’s lesson plans and resulting lessons:</b></p> <p>The teacher cites intra- and interdisciplinary content relationships.</p> <p>The teacher’s plans demonstrate awareness of possible student misconceptions and how they can be addressed.</p> <p>The teacher’s plans reflect recent developments in content related pedagogy</p> <p><b>Reflect extensive knowledge of the content area to be taught, including academic language demands, and correlate the IEP objectives with lesson plans when applicable</b></p> <p><b>Incorporate research and resources related to all NM adopted standards, and evidence-based specialized instruction according to the IEP when applicable</b></p> <p><b>Create opportunities for students to contribute to the lesson designs and content</b></p> <p><b>Include opportunities for modifications in the IEP or language proficiency levels to be implemented across the content areas when applicable.</b></p>	<p>In a unit on 19<sup>th</sup> century literature, the teacher incorporates information about the history of the same period.</p> <p>Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.</p>

<b>Exemplary</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<p>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.</p>		<p><b>In addition to the indicators to be highly effective, the teacher’s lesson plans and resulting lessons:</b></p> <p><b>Contributes to the refinement of the approved NM adopted, standards-aligned curriculum that may include the students’ home languages and cultures when applicable</b></p> <p><b>Engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for demonstrating a knowledge of content and IEP goals or language proficiency levels that are aligned with school and district goals.</b></p>	

**Domain 1: Planning and Preparation****Element B: Designing Coherent Instruction:**

To what level are activities meaningfully sequenced to support learning?  
Are a variety of learning strategies used within the instructional plan?

**Definition of Element:**

*Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate this into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well designed instructional plan addresses the learning needs of various groups of students; one size does not fit all. At the Highly Effective and Exemplary level, the teachers plan instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implanted in Domain 3.*

*The basic elements of this component are:*

*Learning activities, Instructional materials and resources, Instructional groups, and Lesson and Unit structure.*

***Any reference to “all students” includes culturally and linguistically diverse students, English Learners, and Students with Disabilities.***

***Any reference to NM Adopted Standards includes the 2012 amplification of WIDA ELD standards when serving ELL students and IEP goals when serving Students with Disabilities.***

**Key Descriptive Activities at the Domain Level (General Look Fors)**

This domain and element are characterized by the lesson designed to implement instructional targets aligned to NM adopted standards as follows: creating explicit connections between previous learning and new concepts and skills; contains substantial learning tasks; Structure learning tasks progressively to develop students’ cognitive abilities and skills. Examples include: lesson plans align with unit plans, lessons align with pacing resources, lesson is broken up into sections (i.e. anticipatory set, activities, direct instruction, practice, review, assessment, exit ticket, etc.), selected activities can be directly connected to the daily objective, class activities have a logical “flow” and sequence that lead to greater levels of rigor and retention, teachers have identified possible student questions or challenge areas (teachers anticipate student questions).

<b>Ineffective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<p>The sequence of learning experiences is poorly aligned with NM-adopted standards. Instructional learning targets are reflected (as shown in the effective category).</p>	<p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p>	<p>Learning activities are boring and not well aligned to the instructional goals.</p> <p>Materials are not engaging and/or do not meet instructional outcomes.</p> <p>Lesson plans are not structured or sequenced and are unrealistic in expectations.</p> <p><b>The teacher’s lesson plans contain:</b></p> <p><b>A sequence of learning activities which are poorly aligned or not aligned with NM adopted standards and the IEP goals for Present Levels of Performance as applicable</b></p> <p><b>Learning activities that are not suitable and/or are not research based</b></p> <p><b>No variety of learning strategies and no individual student supports</b></p> <p><b>Time allocations for learning activities which are unrealistic and/or not grade-level appropriate</b></p>	<p>After 9<sup>th</sup> graders have memorized parts of a microscope, the teacher plans to have them fill in a worksheet.</p> <p>The teacher plans to use a 15 year old textbook as the sole resource for a lesson on Communism.</p> <p>The teacher organizes the class in rows, seating the students alphabetically, the teacher plans to have students work all year in groups of four, based on where they are sitting.</p> <p>The teacher’s lesson plans are written on sticky notes in the grade book; they indicate: lecture, activity, or test, along with page numbers in the text.</p>

<b>Minimally Effective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<p>The sequence of learning experiences demonstrates partial alignment with NM-adopted standards. Instructional learning targets and pedagogical techniques (as shown in the effective category).</p>	<p>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities with some variety. The lesson or unit has a recognizable structure, but the progression of activities is uneven with only some reasonable time allocations.</p>	<p>Learning activities are moderately challenging.</p> <p>Learning resources are suitable but there is limited variety.</p> <p>Instructional groups are random or they only partially support objectives.</p> <p>Lesson structure is uneven or may be unrealistic about time expectations.</p> <p><b>The teacher’s lesson plans contain:</b></p> <p><b>A sequence of learning activities which are partially aligned with NM adopted standards and the IEP goals for Present Levels of Performance as applicable</b></p> <p><b>Learning activities that are minimally suitable and/or are minimally research based</b></p> <p><b>A minimal variety of learning strategies and minimal individual student supports</b></p> <p><b>Time allocations for learning activities which are relatively reasonable and/or somewhat grade-level appropriate.</b></p>	<p>After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.</p> <p>The teacher finds an atlas to use as a supplemental recourse during the geography unit.</p> <p>The teacher always lets students self-select a working group because they behave better when they can choose with whom to sit.</p> <p>The teacher’s lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.</p> <p>The plan for the English Language Arts (ELA) lesson includes only passing attention to students citing evidence from the text for their interpretation of the short story.</p>

<b>Effective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<p>The lesson is designed to implement instructional targets aligned to NM-adopted standards by: 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.</p> <p>Instructional learning targets and is differentiated by scaffolding content and academic language for diverse learners.</p>	<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable allocations, they represent significant cognitive challenge with some differentiation for different groups of students and varied use of instructional groups.</p>	<p>Learning activities are matched to instructional outcomes.</p> <p>Activities provide opportunity for higher-level thinking.</p> <p>The teacher provides a variety of appropriately challenging materials and resources.</p> <p>Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.</p> <p>The plan for the lesson or unit is well structured with reasonable time allocations.</p> <p><b>The teacher's lesson plans contain:</b></p> <p><b>A sequence of learning activities aligned to all NM Adopted standards and the IEP goals for Present Levels of Performance as applicable</b></p> <p><b>Learning activities that are suitable and/or are research based</b></p> <p><b>A variety of learning strategies and individual student supports</b></p> <p><b>Time allocations for learning activities which are reasonable and/or grade-level appropriate</b></p> <p><b>Learning activities which are differentiated by scaffolding content and academic language for all learners</b></p> <p><b>Learning activities which create explicit connections between previous learning and new concepts and skills</b></p>	<p>The teacher reviews the learning activities with a reference to high-level action verbs and rewrites some of the activities to increase the challenge level.</p> <p>The teacher creates a list of historical fiction titles that will expand her students' knowledge of the Age of Exploration.</p> <p>The teacher plans for students to complete a project in small groups; the teacher carefully selects group members by their reading level and learning style.</p> <p>The teacher reviews lesson plans with Principal; they are well structured, with pacing times and activities clearly indicated.</p> <p>The fourth-grade math unit plan focuses on the key concepts for that level.</p>

		<p><b>for all learners</b></p> <p><b>Opportunities for all student to participate in flexible grouping</b></p> <p><b>Challenging research-based learning tasks which are structured to progressively develop students' cognitive abilities and academic language</b></p> <p><b>Explicit use of students' backgrounds to teach relationships among topics, concepts and language</b></p>	
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<b>Highly Effective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<p>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.</p>	<p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p>	<p><b>In addition to the indicators to be effective, the teacher’s lesson plans contain:</b></p> <p>Activities permit student choice.</p> <p>Learning experiences connect to other disciplines.</p> <p>The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</p> <p>Lesson plans differentiate for individual student needs.</p> <p><b>Pedagogical practices that include flexible grouping and differentiates instruction based on student level and IEP goals as applicable</b></p> <p><b>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</b></p> <p><b>Learning activities which incorporate students’ use of their first and second languages when possible to make connections to real-world application and include learning activities that progress coherently, are research-based, and are relevant to students and the instructional/IEP goals as applicable</b></p> <p><b>Opportunities incorporate student-centered learning as an instructional tool</b></p> <p><b>Research-based practices,</b></p>	<p>The teacher’s unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.</p> <p>While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.</p> <p>After the cooperative group lesson, the students will reflect on their participation and make suggestions.</p> <p>The lesson plan clearly indicates the contents taught in the last few lessons; the teacher plans for the students to link the current outcomes to those they previously learned.</p> <p>The teacher has contributed to a curriculum map that organizes the ELA common Core State Standards in tenth grade into a coherent curriculum.</p>

		including sheltered instruction and differentiated instructional strategies with a variety of specially designed instructional materials	
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**Exemplary**

Explanation	Definition	Attributes	Examples
<p>The teacher shows evidence of designing coherent instruction in a collaborative manner by intentionally demonstrating awareness and processes for engaging all students.</p>		<p><b>In addition to the indicators to be highly effective, the teacher’s lesson plans contain:</b></p> <p><b>Designs learning activities in a collaborative manner by intentionally demonstrating awareness of and processes for engaging all students which includes reorganizing and building upon the students’ linguistic and cultural assets</b></p> <p><b>Designs learning activities with various instructional groups based on instructional/IEP goals while permitting student choice</b></p> <p><b>Engages in opportunities to support and mentor colleagues by identifying and sharing knowledge, information, and strategies for designing learning activities of diverse learners that are aligned with school and district goals and connect to other disciplines.</b></p>	

**Domain 1: Planning and Preparation****Element C: Setting Instructional Outcomes:**

How are daily learning goals communicated to students?

To what level do learning goals directly align to content standards?

**Definition of Element:**

*Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do, but exactly what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their sustainability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.*

*Learning outcomes may be of a number of different types: Factual and procedural knowledge, conceptual understanding of the content, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions: it's important, not only that students learn to read, but also that they will like to read. In addition experienced teachers are able to link their learning outcomes, both, within their discipline and in other disciplines.*

*Elements of this component are: value, sequence and alignment; clarity; balance; and suitability for diverse students.*

*Any reference to "all students" includes culturally and linguistically diverse students, English Learners, and Students with Disabilities.*

*Any reference to NM Adopted Standards includes the 2012 amplification of WIDA ELD standards when serving ELL students and IEP goals when serving Students with Disabilities.*

**Key Descriptive Activities at the Domain Level (General Look Fors)**

This domain and element are characterized by instructional targets and 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. Examples include: posted objective or essential questions, language content and objectives (SIOP), unpacked standards – objective/target is fully aligned to state standards, activities align to the stated objective, students can state learning objectives for the day, essential questions are posted and used as an instructional tool with all students, objectives are planned and posted (in student language).

<b>Ineffective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
Instructional targets are not aligned to NM-adopted standards.	The outcomes represent low expectations for students and lack rigor, and not all of the outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	<p>Outcomes lack rigor.</p> <p>Outcomes do not represent important learning in the discipline.</p> <p>Outcomes are not clear or are stated as activities.</p> <p>Outcomes are not suitable for many students in the class.</p> <p><b>The teacher’s lesson plans (and IEP goals if applicable) contain learning outcomes that:</b></p> <p><b>Are not aligned with all NM adopted standards and the IEP goals for Present Levels of Performance as applicable</b></p> <p><b>Have low expectations</b></p> <p><b>Have a lack of conceptual understanding of students</b></p> <p><b>Are not grade level appropriate</b></p> <p><b>Are not clearly written</b></p> <p><b>Do not include viable methods of assessment</b></p>	<p>A learning outcome for a fourth grade class is to make a poster illustrating a poem.</p> <p>All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge.</p> <p>The topic of the social studies unit involves the concept of revolutions, but the teacher expects the students to remember only the important dates or battles.</p> <p>None of the science outcomes deal with the students’ reading, understanding or interpretation of the text.</p>

<b>Minimally Effective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<p>Instructional targets are moderately aligned, but not explicitly stated, to students.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes based on global assessments of student learning are suitable for most of the students in the class.</p>	<p>Outcomes represent a mixture of low expectations and rigor.</p> <p>Some outcomes reflect important learning in the discipline.</p> <p>Outcomes are suitable for most of the class.</p> <p><b>The teacher’s lesson plans (and IEP goals if applicable) contain learning outcomes that:</b></p> <p><b>Are moderately aligned with NM adopted standards and the IEP goals, but not explicitly stated to students</b></p> <p><b>Are suitable for some but not all students</b></p> <p><b>Are somewhat grade-level appropriate</b></p> <p><b>Reflect more than one type of learning but lack coordination and integration</b></p> <p><b>Include some methods of assessment</b></p>	<p>Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.</p> <p>The reading outcomes are written with the need of the middle group in mind; however, the advanced students are bored and some lower-level students are struggling.</p> <p>Most of the ELA outcomes are based on narrative.</p>

<b>Effective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<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>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. They are differentiated, in whatever way is needed, for different groups of students.</p>	<p>Outcomes represent high expectations and rigor.</p> <p>Outcomes are related to big ideas of the discipline.</p> <p>Outcomes represent a range of types: Factual knowledge, Conceptual understating, Reasoning, Social Interaction, Management, and Communication.</p> <p>Outcomes, differentiated when necessary, are suitable to groups of students in the class.</p> <p><b>The teacher's lesson plans (and IEP goals if applicable) contain learning outcomes that:</b></p> <p><b>Are aligned with all NM adopted standards and the IEP goals as applicable</b></p> <p><b>Are explicitly stated as measurable and observable and reflect high expectations</b></p> <p><b>Allow for progress monitoring at least every other week as appropriate</b></p> <p><b>Establish instructional processes and activities that address students' varying abilities</b></p> <p><b>Address the language demands of the content</b></p> <p><b>Are aligned to instructional targets and the IEP goals</b></p> <p><b>Inform students of the content and language objectives for the lessons</b></p>	<p>One of the learning outcomes is for students to appreciate the aesthetics of 18<sup>th</sup> century English poetry.</p> <p>The outcomes for the history unit include some factual information as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.</p> <p>The learning outcomes include students defending their interpretation of the story with citations from the text.</p>

<b>Highly Effective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<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>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated in whatever way is needed for individual students.</p>	<p><b>In addition to the indicators to be effective, the teacher’s lesson plans instructional outcomes that:</b></p> <p>The teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing.</p> <p>The teacher connects outcomes to previous and future learning.</p> <p>Outcomes are differentiated to encourage individual students to take education risks.</p> <p><b>Align rigorous instructional processes and learning activities to the IEP goals as applicable and all NM adopted standards</b></p> <p><b>Contain modifications as required to ensure students are able to complete the instructional outcomes</b></p> <p><b>Include differentiated language demands based on individual students’ academic language proficiency levels</b></p> <p><b>Involve students in the process of develop[ing instructional outcomes based on all NM adopted standards</b></p> <p><b>Address the IEP goals, reflect high expectations, are clearly stated, and can be measured, as applicable</b></p>	<p>The teacher encourages the students to set their own goals; the teacher provides them taxonomy of challenge verbs to help strive to meet the teacher’s higher expectations of them.</p> <p>Students will develop a “concept map” that links previous learning goals to those on which they are currently working.</p> <p>Some students indentify additional learning.</p> <p>The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives.</p> <p>One of the outcomes for a social studies unit addresses students analyzing the speech of political candidates for accuracy and logical consistency.</p>

<b>Exemplary</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<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 learning targets.</p>		<p><b>In addition to the indicators to be highly effective, the teacher leader:</b></p> <p><b>Demonstrates deep understanding of all grade level NM adopted standards and IEP goals when supporting Student with Disabilities</b></p> <p><b>Ensures all students are making progress toward deep understanding and proficiency in the NM adopted standards</b></p> <p><b>Models and shares with colleagues effective practices including the communication of learning outcomes with students</b></p> <p><b>Engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for setting instructional outcomes that are aligned with school and district goals</b></p>	

**Domain 1: Planning and Preparation****Element D; 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?

**Definition of Element:**

*Student learning is enhanced by the teacher’s skillful use of resources. Some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. Resources fall into several different categories: Those issued in the classroom by students, those available beyond the classroom walls to enhance students learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.*

*Elements of this component are: Resources for classroom use, resources to extend content knowledge and pedagogy, and resources for students.*

*Any reference to “all students” includes culturally and linguistically diverse students, English Learners, and Students with Disabilities.*

*Any reference to NM Adopted Standards includes the 2012 amplification of WIDA ELD standards when serving ELL students and IEP goals when serving Students with Disabilities.*

**Key Descriptive Activities at the Domain Level (General Look Fors)**

This domain and element are characterized by the teacher fully utilizing existing resources, including support materials, textbooks, supplementary materials, to enhance content knowledge, to use in teaching, or for students who demonstrate need. Examples include: students are given resources beyond the textbook, resources include teacher references to departmental or PLC strategies, available technology is used (as appropriate), teachers utilize posted resources (posters and/or student work to support instruction), kinesthetic and visual learning aides are used when appropriate, professional development strategies are referenced within the lesson plan.

<b>Ineffective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
Teacher demonstrates little or no familiarity with resources to enhance own content knowledge, to use in teaching, or for students who demonstrate need.	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	<p>The teacher uses only district provided materials.</p> <p>The teacher does not seek out resources available to expand skills.</p> <p>Although the teacher is aware of some student needs, the teacher does not inquire about possible resources.</p> <p><b>The teacher demonstrates little or no familiarity with resources to enhance their own content knowledge to use in teaching or to use with students who demonstrate need</b></p>	<p>For their unit on China, the students find all of their information in the district-supplied textbooks.</p> <p>The teacher is not sure how to teach fractions, but doesn't know how one is expected to learn it individually.</p> <p>A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."</p> <p>In the literacy classroom, the teacher has provided only narrative works.</p>
<b>Minimally Effective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
Teacher demonstrates some familiarity with resources to enhance own content knowledge, to use in teaching, or for students who demonstrate need.	The teacher displays some awareness of resources, beyond those provided by the school or district, for classroom use and for extending one's professional skill, but does not seek to expand this knowledge.	<p>The teacher uses materials in the school library but does not search beyond the school for resources.</p> <p>The teacher participates in the content-area workshops offered by the school, but does not implement in the classroom, or pursue other professional development.</p> <p>The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.</p> <p><b>The teacher demonstrates some familiarity with resources to enhance their own content knowledge to use in teaching or to use with students who demonstrate need</b></p>	<p>For a unit on ocean life, the teacher really needs more books, but the school library has only three to borrow. The teacher does not seek others from a local library or other resources from the internet.</p> <p>The teacher realizes that he/she should learn more about literacy development.</p> <p>The teacher thinks the students would benefit from hearing about health safety from a professional so the teacher contacts the school nurse to visit the classroom.</p> <p>In the second grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers.</p>

<b>Effective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
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.	The teacher displays awareness of resources, beyond those provided by the school or district, including those provided by the internet, for classroom use and for extending one's professional skill, and seeks out such references.	<p>Texts are at varied levels.</p> <p>Texts are supplemented by guest speakers and field experience.</p> <p>The teacher facilitates the side of internet resources.</p> <p>Resources are multidisciplinary.</p> <p>The teacher expands her/his knowledge through professional learning groups and organizations.</p> <p>The teacher pursues options offered by universities.</p> <p>The teacher provides lists of resources outside the classroom from which students can draw.</p> <p><b>The teacher demonstrates knowledge of resources by:</b></p> <p><b>Using existing resources, including support materials, textbooks, and supplementary materials, to enhance content knowledge for teaching and to differentiate instruction for all students</b></p> <p><b>Using resources and supplementary materials with may include those available through school, district, community and/or on the internet in the language/s of the students when appropriate</b></p> <p><b>Using information and strategies obtained through professional development to address students' individual learning needs, style, rate and level of learning including academic English language proficiency as necessary.</b></p>	<p>The teacher provides fifth grade students a range of nonfiction texts about the American Revolution regardless of their reading levels so that all students can participate in the discussion of the important concepts.</p> <p>The teacher researches the great American writers to expand their knowledge base.</p> <p>The ELA lesson includes a wide range of narrative and informational reading materials.</p> <p>The teacher distributes a list of summer reading materials that will help prepare eighth graders' transition to high school.</p>

<b>Highly Effective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
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.	The teacher's knowledge of resources for classroom use and for expanding one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities and on the internet.	<p><b>In addition to the indicators to be effective, the teacher demonstrates knowledge of resources by:</b></p> <p>Texts are matched to student skill level.</p> <p>The teacher has ongoing relationships with colleges and universities that support student learning.</p> <p>The teacher maintains a log of resources for student reference.</p> <p>The teacher pursues apprenticeships to increase discipline knowledge.</p> <p>The teacher facilitates student contact with resources outside the classroom.</p> <p><b>Seeking out and using resources available beyond school and district including those from professional organizations, the internet, and/or within the community to enhance content knowledge and to use in teaching or with students who demonstrate need</b></p> <p><b>Strategically implementing information and strategies obtained through professional development to address individual learning students, rate and level of learning, student cultural backgrounds, and/o English language proficiency</b></p> <p><b>Creating lessons that reduce barriers, optimize levels of challenge and support, meet the needs of all learners, and increase access to grade level curriculum</b></p>	<p>The teacher is not happy with the out-of-date textbook; the students will critique it and write their own material for social studies.</p> <p>The teacher spends the summer at Dow Chemical learning more about current research so that the teacher can expand knowledge-base of teaching chemistry.</p> <p>The teacher matches students in her Family and Consumer science class with local businesses, the students spend time shadowing employees to understand how their classroom skills might be used on the job.</p>

<b>Exemplary</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<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>		<p><b>In addition to the indicators to be highly effective the teacher leader:</b></p> <p><b>Models and shares with colleagues resources, knowledge, information and strategies that are aligned with school and district goals</b></p> <p><b>Shares resources, knowledge, information, and strategies specific to colleagues' needs and the needs of their students including culturally and linguistically diverse students as applicable</b></p> <p><b>Collects and shares content specific research studies, practices, and resources form outside the district</b></p> <p><b>Provides and trains staff for school wide initiatives that include additional resources</b></p> <p><b>Plans for collaboration with instructional teams, including Indian Education, ESL and Bilingual programs, Special Education, and General Education as appropriate</b></p>	

**Domain 1: Planning and Preparation****Element E: 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?

**Definition of Element:**

*Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know, not only their content and its related pedagogy, but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional development stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school – lives that include athletic and musical pursuits, activities in their neighborhoods and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.*

*The elements of this component are: Knowledge of child and adolescent development, knowledge of the learning process, knowledge of students' skills, knowledge and language proficiency, knowledge of students' interests and cultural heritage, knowledge of students' special needs.*

*Any reference to "all students" includes culturally and linguistically diverse students, English Learners, and Students with Disabilities.*

*Any reference to NM Adopted Standards includes the 2012 amplification of WIDA ELD standards when serving ELL students and IEP goals when serving Students with Disabilities.*

**Key Descriptive Activities at the Domain Level (General Look Fors)**

This domain and element are characterized by teacher demonstrating solid knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs. Examples include: lessons provide equitable access and thoughtful inclusion of culturally and linguistically diverse students: student achievement data, as well as formative assessment results, are used to group students or to select learning activities or resources; evidence of student data (prior, current, and future) is referenced and used systematically in the design of instruction, evidence of students' characteristics (background information, learning styles, academic performance, and non-school related data) are used in the selection of resources and activities, differentiated instruction and student accommodations should be evident in the lesson plan and seen implemented in the classroom for Tier II students and students with disabilities.

<b>Ineffective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs.	The teacher displays minimal understanding of how students learn – and little knowledge of their varied approaches to learning, knowledge and skills, special needs, interests and cultural heritages – and does not indicate that such knowledge is valuable.	<p>The teacher does not understand child development characteristics and has unrealistic expectations for students.</p> <p>The teacher does not try to ascertain varied ability levels among students in the class.</p> <p>The teacher is not aware of students' interests or cultural heritages.</p> <p>The teacher takes no responsibility to learn about students' medical or learning disabilities.</p> <p><b>The teacher demonstrates:</b></p> <p><b>Little or no knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs including Present Level of Performance for applicable content and behavioral issues</b></p> <p><b>Little or no evidence of using student achievement data to design activities to differentiate instruction</b></p> <p><b>Little or no knowledge of student learning styles</b></p>	<p>The lesson plan includes a teacher presentation for an entire 30 minute period to a group of seven year olds.</p> <p>The teacher plans to give English Language Learner students the same writing assignments given to the rest of the class.</p> <p>The teacher plans to teach the class Christmas carols despite the fact that four religions are represented in the class.</p>

<b>Minimally Effective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<p>Teacher demonstrates some knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs.</p>	<p>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills special needs, and interests and cultural heritages, yet may apply this knowledge, not to individual students, but to the class as a whole.</p>	<p>The teacher cites developmental theory but does not seek to integrate it into lesson planning.</p> <p>The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."</p> <p>The teacher recognizes that students have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <p>The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</p> <p><b>The teacher demonstrates:</b></p> <p><b>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</b></p> <p><b>Some evidence of using student achievement data to design activities to differentiate instruction</b></p> <p><b>Limited knowledge of student learning styles</b></p>	<p>The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.</p> <p>In the unit on Mexico, the teacher has not incorporated perspectives from the Mexican American students in the class.</p> <p>Lesson plans make only peripheral reference to students' interests.</p> <p>The teacher knows that some of her students have IEPs, but they have not adjusted curriculum or instruction to reflect the individual needs of the student.</p>

<b>Effective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
Teacher demonstrates solid knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs and interest and cultural heritages.	<p>The teacher knows, from groups of students, their levels of cognitive development.</p> <p>The teacher is aware of the different cultural groups in the class.</p> <p>The teacher has a good idea of the range of interests of students in the class.</p> <p>The teacher has indentified "high," "medium," and "low" groups of students within the class.</p> <p>The teacher is well informed about students' cultural heritages and incorporates the knowledge in lesson planning.</p> <p>The teacher is aware of the special needs represented by students in the class.</p> <p><b>The teacher:</b></p> <p><b>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 and accommodations and modifications for individual students as applicable</b></p> <p><b>Incorporates culturally sensitive strategies into instructional planning and practice</b></p> <p><b>Provides moderate evidence of using student achievement data to differentiate instruction. This may include using ACCESS scores for ELL</b></p>	<p>The teacher creates an assessment of students' levels of cognitive development.</p> <p>The teacher examines student cumulative records to ascertain the proficiency levels of groups of students in the class.</p> <p>The teacher administers a student interest survey at the beginning of the school year.</p> <p>The teacher plans activities using knowledge of student interests.</p> <p>The teacher knows that five of the students are in the Garden Club. The teacher plans to have them discuss horticulture as part of the next biology lesson.</p> <p>The teacher realizes that not all of the students are Christian and so the teacher plans to read a variety of culturally diverse stories in December.</p>

**students to differentiate instruction according to English language proficiency levels when supporting English Learners**

**Develops lessons using a variety of strategies to incorporate student learning styles**

<b>Highly Effective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<p>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.</p>	<p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>	<p><b>In addition to the indicators to be effective, the teacher</b></p> <p>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</p> <p>The teacher seeks out information from all students about their cultural heritages.</p> <p>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</p> <p><b>Demonstrates extensive 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 and accommodations and modifications for individual students as applicable</b></p> <p><b>Includes students in planning of culturally sensitive strategies into instructional practice</b></p> <p><b>Provides strong evidence of using student achievement data to differentiate instruction. This may include using ACCESS scores for ELL students to differentiate instruction according to English language proficiency levels when supporting English learners and progress monitoring.</b></p> <p><b>Uses a wide repertoire of strategies to integrate a variety of learning styles into lessons and activities</b></p>	<p>The teacher plans lessons with different follow-up activities designed to meet the varied ability levels of the students.</p> <p>The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approaches to learning.</p> <p>The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.</p> <p>The teacher regularly creates adapted assessment materials for several students with learning disabilities.</p>

<b>Exemplary</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<p>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.</p>		<p><b>In addition to the requirements to be highly effective, the teacher leader:</b></p> <p><b>Provides novice and struggling teachers with understanding, resources, and mentorship for addressing the unique learning needs of individual students that may include strategies to engage and support culturally and linguistically diverse students</b></p> <p><b>Provides training to colleagues on best practice strategies to engage and support culturally and linguistically diverse students</b></p>	

**Domain 1: Planning and Preparation****Element F: 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?

**Definition of Element:**

*Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they will provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessment, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.*

*The elements of this component are:*

*Congruence with instructional outcomes, criteria and standards, design of formative assessments, use for planning.*

*Any reference to “all students” includes culturally and linguistically diverse students, English Learners, and Students with Disabilities.*

*Any reference to NM Adopted Standards includes the 2012 amplification of WIDA ELD standards when serving ELL students and IEP goals when serving Students with Disabilities.*

**Key Descriptive Activities at the Domain Level (General Look Fors)**

This domain and element are characterized by the teachers' planning for assessing student learning is aligned with the instructional outcomes, success criteria and the assessment tools. Examples include: The teacher plans how to check for student understanding throughout the lesson; formative assessment best practices are planned and used in the classroom (i.e. reteaching, interventions within the lesson, flexible grouping); teachers use a class closure activity (essential question review and /or summary of learning) to check for understanding; language (output) objectives are used (SIOP); teacher questions students individually and actively checks student work products throughout the lesson.

<b>Ineffective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<p>The 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.</p>	<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate assessment in the lesson or unit.</p>	<p>Assessments do not match instructional outcomes.</p> <p>Assessments lack criteria.</p> <p>No formative assessments have been designed.</p> <p>Assessment results do not affect future plans.</p> <p><b>The teacher:</b></p> <p><b>Plans for assessing student learning with little or no clear criteria aligned to instructional outcomes to all NM adopted standards, to IEP goals as applicable, or to other student needs</b></p> <p><b>Demonstrates minimal or no knowledge of assessment strategies</b></p> <p><b>Provides little or no direction to students on how they will be assessed</b></p>	<p>The teacher marks papers on the foundation of the US Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.</p> <p>The teacher says, "What is the difference between formative assessment and the test I give at the end of each unit?"</p> <p>The teacher says, "The district gave me this entire curriculum that I have to teach so I just have to keep moving."</p>

<b>Minimally Effective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<p>Teacher's plan for assessing student learning is partially aligned with the instructional outcomes, and is appropriate to some students.</p>	<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary including only some of the instructional outcomes.</p>	<p>Only some of the instructional outcomes are addressed in the planned assessments.</p> <p>Assessment criteria are vague.</p> <p>Plans refer to the use of formative assessments but they are not fully developed.</p> <p>Assessment results are used to design lesson plans for the whole class, not individual students.</p> <p><b>The teacher:</b></p> <p><b>Plans for assessing student learning with some criteria aligned to instructional outcomes and to some NM adopted standards, IEP goals, and minimally addresses other student needs</b></p> <p><b>Demonstrates some knowledge of assessment strategies</b></p> <p><b>Provides some direction to students on how they will be assessed</b></p>	<p>The district goal for the unit on Europe is for students to understand geopolitical relationships. The teacher plans to have the students memorize all the countries and their capitals and rivers.</p> <p>The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal.</p> <p>A student asks, "If half the class passed the test, why are we all reviewing the materials again?"</p>

<b>Effective</b>			
<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<p>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.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodology may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>All the learning outcomes have a method for assessment.</p> <p>Assessment types match learning expectations.</p> <p>Plans indicate modified assessments when they are necessary for some students.</p> <p>Assessment criteria are clearly written.</p> <p>Plans include formative assessments to use during instruction.</p> <p>Lesson plans indicate possible adjustments based on formative assessment data.</p> <p><b>The teacher:</b></p> <p><b>Plans for assessing student learning with criteria aligned to instructional outcomes, to all NM adopted standards, IEP goals, Language Proficiency Levels as applicable, and addresses student needs</b></p> <p><b>Uses clear assessment criteria to produce evidence which enables them to make instructional adjustments and provide feedback to accelerate student learning</b></p> <p><b>Uses formative assessments that explicitly support content and language instructional outcomes</b></p> <p><b>Includes formative assessments, both formative and summative, in the four language domains</b></p> <p><b>Documents annual Present Levels of Performance using measurable goals and objectives with some</b></p>	<p>The teacher knows that the students will write a persuasive essay about the State Assessment. He plans to provide them with experiences developing persuasive writing as preparation.</p> <p>The teacher has worked on a writing rubric for research assessment; the teacher has drawn on multiple sources to be sure the levels of expectation will be clearly defined.</p> <p>The teacher created a short questionnaire to distribute to the students at the end of class; using their responses the teacher will organize the students into different groups during the next lessons activities.</p> <p>Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while the teacher works with six other students to reinforce the previous morning's concept.</p>

		<p><b>discussion about performance in the regular classroom, or provides sponsor teacher with student progress when applicable</b></p> <p><b>Considers diagnostic information for all students, which may include academic achievement, English language proficiency, IEP modifications, progress monitoring, etc. to monitor student understanding during the lesson</b></p>	
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**Highly Effective**

<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<p>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.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well-designed and includes student as well as teacher use of the assessment information.</p>	<p><b>In addition to the indicators to be effective, the teacher:</b></p> <p>Assessments provide opportunities for student choice.</p> <p>Students participated in designing assessments for their own work.</p> <p>Teacher-designed assessments are authentic with real-world application as appropriate.</p> <p>Students develop rubrics according to teacher-specified learning objectives.</p> <p>Students are actively involved in collecting information from formative assessments and provide input.</p> <p><b>Ensures full alignment between the instructional outcomes, all NM adopted standards, IEP goals, success criteria, and assessment tools</b></p> <p><b>Provides opportunities for student to demonstrate and/or record where they are in their own learning</b></p> <p><b>Incorporates formative</b></p>	<p>To teach persuasive writing, the teacher plans to have the class research and write to the Principal on an issue that is important to the students: The importance of education.</p> <p>The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics and they will refer to those as they create a rubric of their own.</p> <p>After the lesson, the teacher plans to ask students to rate their understanding on a scale of 1 to 5. The students know that their rating will indicate their activity for the next lesson.</p> <p>The teacher has developed a routine for the class; students know that if they are struggling with a math concept, they sit in a small group with the teacher during workshop time.</p>

		<p><b>assessments which check for understanding throughout the lesson, and uses scaffolding for struggling students</b></p> <p><b>Shares clearly aligned rubrics with students and supports students to monitor their academic and linguistic growth</b></p> <p><b>Documents Present Levels of Performance using measurable goals and objectives with discussion about performance in the regular classroom, or provides the sponsor teacher with student progress</b></p>	
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**Exemplary**

<b>Explanation</b>	<b>Definition</b>	<b>Attributes</b>	<b>Examples</b>
<p>The teacher helps initiate 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.</p>		<p><b>In addition to the indicators to be highly effective, the teacher leader:</b></p> <p><b>Supports school-wide training and implementation of systems for understanding and using student assessments data including ACCESS for ELL students when applicable</b></p> <p><b>Collaborates with colleagues to develops strategies to take language proficiency into account when assessing students content knowledge</b></p> <p><b>Engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for designing student assessments that are aligned with school and district goals</b></p>	