

DOMAIN 1: PLANNING AND PREPARATION

Element	<p>NMTEACH 1A: Demonstrating Knowledge of Content</p> <ul style="list-style-type: none"> To what level is content communicated in the lesson plan and resulting lesson? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).</i></p> <p><i>Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English language learners (ELLs) and Individualized Education Program (IEP) goals, when serving SWD.</i></p>
Level of Performance	<p>Ineffective</p> <p>The teacher's lesson plans and resulting lessons display</p> <ul style="list-style-type: none"> little knowledge of the content area; minimal or no alignment to NM adopted standards; minimal or no evidence of instructional strategies to address the needs of all students; minimal or no evidence of differentiated instruction addressing the needs of all students; and no IEP goals for present levels of performance.
	<p>Minimally Effective</p> <p>The teacher's lesson plans and resulting lessons display</p> <ul style="list-style-type: none"> minimal knowledge of the content area; partial alignment to NM adopted standards; minimal use of instructional strategies to address the needs of all students; minimal evidence of differentiated instruction addressing the needs of all students; and minimal focus on IEP goals for present levels of performance.
	<p>Effective</p> <p>The teacher's lesson plans and resulting lessons</p> <ul style="list-style-type: none"> develop instruction that reflects solid knowledge of the content area and academic language demands at a grade-appropriate level; are directly aligned to all NM adopted standards; demonstrate familiarity with resources to enhance knowledge in each core area; include IEP goals for present levels of performance; and 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.
	<p>Highly Effective</p> <p>In addition to the indicators for effective, the teacher's lesson plans and resulting lessons</p> <ul style="list-style-type: none"> reflect extensive knowledge of the content area(s) to be taught, including academic language demands, and they correlate the IEP objectives with lesson plans, when applicable; incorporate research and resources related to all NM adopted standards as well as evidence-based specialized instruction according to the IEP, when applicable; create opportunities for students to contribute to the lesson design and content; and include opportunities for modifications in the IEP or language proficiency levels to be implemented across content areas, when applicable.
	<p>Exemplary</p> <p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> contributes to the refinement of the approved NM adopted, standards-aligned curriculum that may include the students' home languages and cultures, when applicable; and engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for demonstrating a knowledge of content, IEP goals, or language proficiency levels that are aligned with school and district goals.
Notes:	