

# Domain 1: Preparation and Planning

Elements		NMTEACH 1B: <u>Designing coherent instruction</u>
Levels 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	<p>The lesson is designed to implement instructional targets aligned to NM adopted standards as follows:</p> <ul style="list-style-type: none"> <li>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</li> </ul>
	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.

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## Elements

### 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?

## Levels 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 or CC, state 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**.