

DOMAIN 3: TEACHING FOR LEARNING

Element	<p>NM Element 3A: Communicating with Students in a Manner that is Appropriate to their Culture and Level of Development</p> <ul style="list-style-type: none"> • To what level are directions clearly delivered and understandable? • To what level is content communicated in a clear, concisemanner? <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 learners (ELs) and Individualized Education Program (IEP) goals, when serving SWD.</i></p>	
Level of Performance	Not Demonstrating	The communication and delivery of expectations for learning, directions, procedures, and explanations of content are not present or unclear and/or confusing to students.
	Developing	The communication of expectations for learning, directions, procedures, and explanations of content are <i>limited, vague, and/or lack clarity.</i>
	Applying	<p>The communication of expectations for learning, directions, procedures, and explanations of content with students include</p> <ul style="list-style-type: none"> • desired learning goals, such as content and language objectives, are posted, stated, and referred to during the lesson cycle; • use of clear communication and a range of vocabulary with scaffolds to ensure learning goals are understandable, including the solicitation of feedback and allowing for clarification from all students by using multiple strategies such as wait time, visuals, methodical systems, and physical cues; • instructions and procedures that are consistent and anticipate possible student misconceptions; • content that is delivered and differentiated by including the use of the students’ academic English language proficiency levels and/or IEP goals, as applicable; • use of opportunities to connect to students’ cultural and linguistic background knowledge.
	Innovating	<p>The communication of expectations for learning, directions, procedures, and explanations of content with students include</p> <ul style="list-style-type: none"> • strategies for students to interact with each other and offer feedback to peers; • grade-level appropriate, understandable language with scaffolds that support students’ language and academic proficiency levels and IEP goals for content and explanation of academic tasks; • ensuring understanding of idioms and figurative language by clarifying and rephrasing when necessary; • intentionally creating connections to students’ cultural and linguistic background knowledge; • opportunities for students to lead and direct lesson components.
	Evidence:	

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Element		<p>NM Element 3B: Using Questioning and Discussion Techniques to Support Classroom Discourse</p> <ul style="list-style-type: none"> • To what level do all students have an opportunity to ask and/or answer questions? • To what level are questions thought provoking and rigorous? • To what degree are questions designed and used to meet individual IEP goals? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELs and IEP goals, when serving SWD.</i></p>
Level of Performance	Not Demonstrating	<p>The teacher’s questioning techniques</p> <ul style="list-style-type: none"> • do not allow for interaction between teacher and student or student-to-student; • do not use scaffolds as appropriate for the developmental, cognitive, and/or linguistic needs of the students; • are not aligned to content and provide no opportunity for student engagement; • use low-level or inappropriate questions; • elicit limited student participation and recitation rather than discussion.
	Developing	<p>The teacher’s questioning techniques</p> <ul style="list-style-type: none"> • provide minimal opportunities for interaction between teacher and student and student-to-student; • have limited use of scaffolds as appropriate for the developmental, cognitive, and linguistic needs of the students; • use low-level questions that evoke minimal student engagement; • have some questions that elicit a thoughtful response, but are posed in rapid succession with no wait-time, and may be answered by the teacher; • do not include a system that allows <u>all</u> students to respond.
	Applying	<p>The teacher’s questioning techniques</p> <ul style="list-style-type: none"> • provide frequent opportunities for interaction between teacher and student and student-to-student; • use scaffolds as appropriate for the developmental, cognitive, and linguistic needs of the students; • use pre-planned questions or tasks; • use systems that evoke responses from <u>all</u> students and are appropriate to students’ developmental, cognitive, and academic language proficiency, including the use of wait-time; • consistently engage students in high levels of thinking within the specialized instruction and content; • allow students to respond in a variety of ways, including kinesthetic or visual representation, depending on their developmental, cognitive, and academic language proficiency.
	Innovating	<p>The teacher’s questioning techniques</p> <ul style="list-style-type: none"> • allow consistent, analytical, and collaborative approaches to understanding; • scaffold for a deep understanding of concepts, using academic language; • create opportunities for student-led discussion and debate of key concepts; • allow students to take ownership or to lead, ensuring that all voices are heard in classroom and group discussions; • incorporate student-generated, high-level questions that are within the specialized instruction and are content-specific; • include the use of prompts to support students’ responses to questions that can include repeating and rephrasing the question and modeling responses for less-proficient students.
	Evidence:	

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Element	<p>NM Element 3C: Engaging Students in Learning</p> <ul style="list-style-type: none"> • To what level are all students engaging in the lesson’s activities? • To what level are activities sequential and aligned to the daily learning goal? • To what level are all students required to be intellectually engaged with the course content? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standard, when serving ELS and IEP goals, when serving SWD.</i></p>	
Level of Performance	Not Demonstrating	<p>Activities, assignments, materials, pacing, and grouping of students are <i>not appropriate</i> to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in <i>low</i> student engagement.</p> <ul style="list-style-type: none"> • the teacher does not connect lesson to prior understanding; • the lesson activities do not align with the learning outcome; • the pacing and grouping are not appropriate for all learners; • the lesson lacks structure.
	Developing	<p>Activities, assignments, materials, pacing, and grouping of students are <i>somewhat appropriate</i> to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in <i>moderate</i> student engagement in which</p> <ul style="list-style-type: none"> • the teacher attempts to connect the lesson to prior understanding; • the lesson activities are inconsistently aligned with the desired learning outcomes; • the lesson structure is not fully maintained; • the pacing is somewhat appropriate for some learners.
	Applying	<p>Activities, assignments, materials, pacing and grouping of students are <i>fully appropriate</i> to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in <i>good</i> student engagement in which</p> <ul style="list-style-type: none"> • the teacher explicitly connects the lesson to prior understanding and student background experience; • the lesson supports active engagement of all students and maintains an awareness of the effective amount of student talk vs. teacher talk; • the teacher delivers lessons coherently with attention to scaffolding, pacing, sequencing, flexible grouping, student reflection, and closure; • the teacher incorporates cognitive, developmental, linguistic, and cultural experiences to support learning; • the teacher assesses student engagement and understanding and adapts methods for improved learning when needed; • students are strategically grouped to provide opportunities to practice speaking, reading, writing, and listening, based on their instructional needs.
	Innovating	<p>Activities, assignments, materials, pacing, and grouping of students are <i>fully appropriate</i> to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in <i>high intellectual student engagement</i> in which</p> <ul style="list-style-type: none"> • the teacher provides opportunities for students to lead reading, writing, speaking, and listening activities throughout the lesson; • students incorporate cognitive, developmental, linguistic, and cultural experiences to support learning; • the lesson incorporates multiple means of representation, expression, and engagement; • the teacher encourages students to negotiate meaning and clarify understanding with their peers, which may be supported using a language other than English, as appropriate; • the teacher consistently assesses student engagement and understanding and immediately adapts methods for improved learning when needed.
	Evidence:	

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Element	<p>NM Element 3D: Assessment in Instruction (Refers to both Formative and Summative Assessment)</p> <ul style="list-style-type: none"> To what level does the teacher determine the understanding and needs of each student during the lesson? To what level are all students aware of how they will demonstrate understanding of the content/lesson? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELS and IEP goals, when serving SWD.</i></p>	
Level of Performance	Not Demonstrating	<p>Assessments are <i>infrequently</i> used in instruction and</p> <ul style="list-style-type: none"> are rarely monitored by the teacher for student progress or to offer feedback; students are rarely informed of assessment criteria.
	Developing	<p>Assessments are <i>occasionally</i> used to inform instruction and</p> <ul style="list-style-type: none"> provide limited or irrelevant feedback; students are occasionally informed of assessment criteria; are occasionally monitored by the teacher for student progress.
	Applying	<p>Assessments are <i>consistently</i> used to inform instruction and</p> <ul style="list-style-type: none"> contain clear performance criteria that are communicated effectively to students; align to the learning goals; contain differentiated assessment strategies/instruction; allow the teacher to check for understanding throughout the lesson and use techniques that are based on students' academic language needs and developmental level of readiness; allow the teacher to provide descriptive feedback in a timely manner.
	Innovating	<p>Assessments are used in an intentional manner to drive instruction, and there is a method to</p> <ul style="list-style-type: none"> establish, support, and model the use of assessments as tools for improved learning and communication to students; engage students in analyzing and evaluating assessment data and information to improve learning; systematically gather and use assessment data to inform and guide instruction; ensure that students can articulate their level of performance using the criteria and scoring guidelines provided; provide feedback that can be used by students in their learning; support students in monitoring their progress towards mastery of content standards and/or specialized instruction, using informal and formal classroom assessments; involve students in establishing assessment criteria; engage students in setting and monitoring goals for learning and academic language development related to the content; support students in monitoring their progress with evidence-based strategies that include a combination of self and peer assessments.
Evidence:		

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NM Element 3E: Demonstrating Flexibility and Responsiveness		
Element	<p>To what level does the teacher modify instruction within the lesson/class period?</p> <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, E Ls, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELS and IEP goals, when serving SWD.</i></p>	
Level of Performance	Not Demonstrating	<p>The teacher</p> <ul style="list-style-type: none"> • disregards students’ learning needs; • adheres to the instructional plan, even when a change would maximize learning; • does not accept responsibility for students’ lack of academic progress.
	Developing	<p>The teacher</p> <ul style="list-style-type: none"> • accepts minimal responsibility for student success; • attempts to modify the lesson, responds to student questions with moderate success, but has a limited repertoire of strategies to draw upon; • does not use strategies to support diverse learners.
	Applying	<p>The teacher</p> <ul style="list-style-type: none"> • modifies instruction according to applicable IEPs; • adjusts instructional plans and makes accommodations for student questions, needs, and interests, while taking into account the language demands and grade level appropriateness of the content and instruction; • adapts instructional plans by employing a variety of strategies and techniques that are responsive to students’ needs, proficiency, cultures and/or experiences; • revises the lesson based on periodic checking for understanding and/or formative assessments of all students.
	Innovating	<p>The teacher</p> <ul style="list-style-type: none"> • seizes opportunities to enhance learning by building on a spontaneous event or student interests; • creates opportunities for student-led instruction, discussion, and/or questioning; • appeals to student interests and makes cultural and linguistic connections to learning goals; • ensures the success of <u>all students</u> by using an extensive repertoire of instructional strategies in order to anchor instruction and help students make sense of content.
<p>Evidence:</p>		