

Domain 3: Teaching for Learning

Element:		NMTEACH 3A: Communicating with students in a manner that is appropriate to their culture and level of development <ul style="list-style-type: none"> • To what level are directions clearly delivered and understandable? • To what level is content communicated in a clear, concise manner?
Level of Performance	Ineffective	Does not deliver clear expectations for learning, directions, procedures, and explanations of content to students.
	Minimally Effective	Limited expectation for learning, directions, procedures, and explanation of content.
	Effective	Teacher uses clear communication employing a range of vocabulary to ensure learning expectations are comprehensible to all students. Teacher allows for student clarification and feedback.
	Highly Effective	Expectation for learning, directions, procedures, and explanation of content are evident, consistent, and anticipate possible student misconceptions.
	Exemplary	The teacher promotes ongoing and consistent communication with students. Students are provided multiple opportunities and/or modalities to express concepts being taught in class and are clearly aware of their progress with those concepts.
	Notes:	

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Element:		NMTEACH 3B: Using questioning and discussion techniques to support classroom discourse <ul style="list-style-type: none"> • To what level do all students have an opportunity to answer questions? • To what level are questions thought provoking and rigorous?
Level of Performance	Ineffective	Teacher questioning techniques are not aligned to content and provide no opportunity for student engagement.
	Minimally Effective	Teacher questioning techniques are low-level with minimal student engagement.
	Effective	The teacher's questioning techniques elicit a deep response and allows for sufficient time for students to answer through active engagement with peers and teacher.
	Highly Effective	The teacher promotes consistent analytical and collaborative approaches to understanding, uses questioning techniques that scaffold instruction for deep understanding of concepts, allowing for discussion and debate of key concepts.
	Exemplary	Questioning techniques are engaging and reflect a high level of thinking in a culturally and developmentally appropriate environment. Students engage in deep meaningful conversations using academic language.
	Notes:	

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Element:		NMTEACH 3C: Engaging students in learning <ul style="list-style-type: none"> • To what level are students engaging in the lesson’s activities? • To what level are activities sequential and aligned to the daily learning target? • To what level are students required to be intellectually engaged with the course content?
Level of Performance	Ineffective	Activities, assignments, materials, and grouping of students are inappropriate to the instructional outcomes, resulting in no intellectual engagement: <ul style="list-style-type: none"> • The lesson has no structure and/or is poorly paced.
	Minimally Effective	Activities, assignments, materials, and grouping of students are somewhat appropriate to the instructional outcomes, resulting in moderate intellectual engagement: <ul style="list-style-type: none"> • The lesson does not connect to prior understanding • The lesson has a recognizable structure, but is not fully maintained • The lesson does not have clear learning goals (more specific than broad standard).
	Effective	Activities, assignments, materials, and grouping of students are fully appropriate to the instructional outcomes: <ul style="list-style-type: none"> • The lesson explicitly connects to prior understanding • All students are engaged • The lesson’s structure is coherent and paced appropriately • The lesson has specific learning goals aligned to the standard • The lesson allows for student reflection.
	Highly Effective	Activities, assignments, materials, and grouping of students are designed to support challenging instructional outcomes: <ul style="list-style-type: none"> • Students are highly intellectually engaged • The lesson is adapted as needed to the readiness of each student and the structure and pacing allow for students’ reflection and closure • The lesson allows for formative assessment.
	Exemplary	Expectations of students are at an advanced level to engage learners to obtain depth of knowledge: <ul style="list-style-type: none"> • The teacher formatively assesses student engagement, understanding, and ability to analyze, and immediately adapts methods for improved learning.
	Notes:	

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Element:		NMTEACH 3D: Assessment in Instruction <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 students aware of how they will demonstrate understanding of the content/lesson?
Level of Performance	Ineffective	Assessments are not used in instruction: <ul style="list-style-type: none"> Students are unaware of assessment criteria The teacher does not monitor student progress or offer feedback.
	Minimally Effective	Assessments are occasionally used in instruction: <ul style="list-style-type: none"> Students are minimally aware of the assessment criteria The teacher occasionally monitors students' progress and provides limited or irrelevant feedback.
	Effective	Assessments are consistently used in instruction: <ul style="list-style-type: none"> There are clear goals and performance criteria, communicated effectively to students The assessment strategies are aligned to the goal and criteria, and elicit evidence during instruction Teacher uses adaptive instruction including descriptive feedback Student involvement occurs through self and peer assessment.
	Highly Effective	Assessments are used in a sophisticated manner to drive instruction: <ul style="list-style-type: none"> The teacher establishes, supports, and models the use of consistent assessment of progression and development as a tool for improved learning to stakeholders.
	Exemplary	Students analyze and evaluate assessment data, and information, and apply same to improved learning: <ul style="list-style-type: none"> The teacher involves students in establishing the assessment criteria and provides high quality feedback from a variety of sources.
	Notes:	

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Element:		NMTEACH 3E: Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> To what level does the teacher modify instruction within the lesson/class period?
Level of Performance	Ineffective	Teacher adheres to the instructional plan, even when a change would maximize learning: <ul style="list-style-type: none"> The teacher disregards students' learning challenges The teacher blames the students or their environment for lack of academic progress.
	Minimally Effective	Teacher accepts responsibility for student success: <ul style="list-style-type: none"> Teacher attempts to modify the lesson and responds to student questions with moderate success, but has a limited repertoire of strategies to draw upon.
	Effective	Teacher promotes the successful learning of all students: <ul style="list-style-type: none"> The teacher adjusts instructional plans and makes accommodations for student questions, needs, and interests. Teacher utilizes a variety of strategies.
	Highly Effective	Teacher seizes an opportunity to enhance learning by building on a spontaneous event or student interests: <ul style="list-style-type: none"> Teacher applies student interest to current learning goal The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
	Exemplary	The teacher identifies unique "teachable moments" that relate current lessons/standards to individual and student groups: <ul style="list-style-type: none"> The instructional strategy enhances depth of knowledge and cultural or learning relevance.
	Notes:	