

Domain 3: Teaching for Learning

Element A: Communicating with students in a manner that is appropriate to their culture and level of development

To what level are directions clearly delivered and understandable?

To what level is content communicated in a clear, concise manner?

Definition of Element:

Teachers communicate with students for several independent but related purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do, and teachers know when additional help is needed. Teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language. Where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to student interests and prior knowledge.

Teachers occasionally withhold information from students (for example in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. A teacher's use of language must be vivid, rich, and error-free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

The elements of this component are: Expectations for learning, directions for activities, explanations of content, and use of oral and written language.

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 clearly stating directions for activities and using academic vocabulary and a professional voice.

Ineffective			
Explanation	Definition	Attributes	Examples
Does not deliver clear expectations for learning, directions, procedures, and explanations of content to students.	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly leaving student confused.	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don’t understand the content being presented.</p> <p>The teacher makes serious content errors that will affect student understanding of the lesson.</p> <p>Students indicate through their questions that they are confused about the learning tasks.</p> <p>The teacher’s communications include errors of vocabulary or usage or imprecise use of academic language.</p> <p>The teacher’s vocabulary is inappropriate to the age or culture of the students.</p> <p>The communication and delivery of expectations for learning, directions, procedures and explanations of content are not present or are unclear and/or confusing to students</p>	<p>A student asks, “What are we supposed to be doing?”, but the teacher ignores the question.</p> <p>The teacher states that to add fractions they must have the same numerator.</p> <p>Students have a quizzical look on their faces; some may withdraw from the lesson.</p> <p>Students become disruptive or talk among themselves in an effort to follow the lesson.</p> <p>The teacher uses technical terms without explaining their meanings.</p> <p>The teacher says, “Ain’t.”</p>

Minimally Effective			
Explanation	Definition	Attributes	Examples
<p>The teacher displays limited expectation for learning, directions, procedures, and explanation of content.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain some minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher uses spoken language correctly, but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<p>The teacher provides a little-elaborated explanation about what the students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue with minimal participation or intellectual engagement by students.</p> <p>The teacher makes no serious content errors but may make minor ones.</p> <p>The teacher's explanations of content are purely procedural with no indication of how students can think strategically.</p> <p>The teacher must clarify the learning task so students can complete it.</p> <p>The teacher's vocabulary and usage are correct but unimaginative.</p> <p>When the teacher attempts to explain academic vocabulary it is only partially successful.</p> <p>The teacher's vocabulary is too advanced or too juvenile for students.</p> <p>The communication and delivery of expectations for learning, directions, procedures and explanations of content are not present, or are limited, vague and/or lack clarity</p>	<p>The teacher mispronounces words.</p> <p>The teacher says, "And oh, by the way, today we are going to factor polynomials."</p> <p>A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.</p> <p>A student asks, "What do I write here?" in order to complete the task.</p> <p>The teacher says, "Watch me while I show you how to do this," asking students only to listen.</p> <p>A number of students do not seem to be following the explanation.</p> <p>Students are inattentive during the teacher's explanation of content.</p> <p>Students' use of academic vocabulary is imprecise.</p>

Effective			
Explanation	Definition	Attributes	Examples
<p>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.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within the broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of the content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understating.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>The teacher describes specific strategies students might use inviting the students to interpret them in the context of what there are to do.</p> <p>If appropriate, the teacher models the processes to be followed in a specific task.</p> <p>The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, when appropriate, explanations of academic vocabulary.</p> <p>The teacher's vocabulary is appropriate to the students' ages and levels of development.</p> <p>The communication and delivery of expectations for learning, directions, procedures and explanations of content with students include the following:</p> <p>Desired learning outcomes such as content and language-objectives are posted, stated and referred to during the lesson cycle</p> <p>Use of clear communication and a range of vocabulary to ensure learning outcomes are understandable,</p>	<p>The teacher says' "By the end of today's lesson you are all going to factor different types of polynomials."</p> <p>In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?"</p> <p>The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention.</p> <p>The teacher says, "When you are trying to solve a math problem like this, you might think of a similar, but simpler, problem that you have done in the past and see whether the same approach would work."</p> <p>The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny day, or about the water in a hose that has been sitting in the sun.</p> <p>The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy.</p>

		<p>including the solicitation of feedback and allowing for clarification from all student by using multiple strategies e.g. wait time, visuals, methodical systems and physical cues</p> <p>Instructions and procedures that are consistent and anticipate possible student misconceptions</p> <p>Content that is delivered and differentiated by including the use of the students' academic English language proficiency levels and/or IEP goals as applicable</p> <p>Use of opportunities to connect to students' cultural and linguistic background knowledge</p>	
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Highly Effective			
Explanation	Definition	Attributes	Examples
Expectation for learning, directions, procedures, and explanation of content are evident, consistent, and anticipatory of possible student misconceptions	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with student interests. Students contribute to expanding the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.	<p>In addition to the indicators to be effective, the communication and delivery of expectations for learning, directions, procedures and explanations of content with students include the following:</p> <p>If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</p> <p>The teacher points out possible areas for misunderstanding.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students suggest other strategies they might use in approaching a challenge or analysis.</p> <p>The teacher uses rich language offering brief vocabulary lessons, where appropriate, for both general vocabulary and for the discipline.</p> <p>Students use academic language correctly.</p> <p>Strategies for students to interact with each other and offer feedback to peers</p> <p>Grade-level appropriate, understandable language with scaffolds to support students' language and academic proficiency levels and IEP goals for content</p>	<p>The teacher says, "Here is a spot where some students have difficulty; be sure to read it carefully."</p> <p>The teacher asks a student to explain the task to other students.</p> <p>When clarification about the learning task is needed, a student offers it to classmates.</p> <p>The teacher, in explaining the westward movement in US history, invites students to consider that historical period from the point of view of the native populations.</p> <p>The teacher asks, "Who would like to explain this idea to us?"</p> <p>A student asks, "Is this another way we could think about analogies?"</p> <p>A student explains an academic term to classmates.</p> <p>The teacher pauses during an explanation of the Civil Rights Movement to remind students that the prefix "in-", as in "inequality", means "not", and that the prefix "un-" also means the same thing.</p> <p>A student says to a classmate, "I think that side of the triangle is called the hypotenuse."</p>

		<p>and explanation for academic tasks</p> <p>Ensuring understanding of idioms and figurative language by clarifying and rephrasing when necessary</p> <p>Intentionally creating connections to students' cultural and linguistic background knowledge</p> <p>Opportunities for students to lead and direct lesson components</p>	
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Exemplary

Explanation	Definition	Attributes	Examples
<p>The highly-effective 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</p>		<p>In addition to the indicators to be highly effective the teacher leader:</p> <p>Contributes to and directs ongoing and consistent communication with all students, staff and community members</p> <p>Creates multiple opportunities and/or uses multiple modalities to clarify concepts being taught in class while respecting the culture, language and level of development of the student</p> <p>Engages in opportunities to support and mentor colleagues and community members by sharing knowledge, information and strategies for communicating with students in a manner that is appropriate to their culture and level of cognitive development.</p>	

Domain 3: Teaching for Learning**Element B:** Using questioning and discussion techniques to support classroom discourse

To what level do all students have an opportunity to answer questions?

To what level are questions thought provoking and rigorous?

Definition of Element:

Question and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teacher practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as a recitation of a verbal quiz. Good teachers use divergent, as well as convergent, questions formed in such a way that they invite students to formulate hypotheses and make connections or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to, and building on, student responses and making use of their ideas. High-quality questions encourage students to make connections between concepts or events, previously believed to be unrelated, and to arrive at needed understandings of complex materials. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by students, themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high-cognitive level; that is, when exploring a topic, a teacher might begin with a series of questions of low-cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be evaluated to be at a high level. In addition, during lessons involving students in small group work, the quality of the students' questions and discussion in their group may be considered part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, whether in the full class or in small group discussions, provide evidence that these skills have been taught.

The elements of this component are: Quality of questions/prompts, discussion techniques, and student participation.

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 using set classroom procedures to support questioning (i.e. cold call techniques), creating higher order questions in the lesson plan, and using procedures or class norms to ensure that all students answer and or participate in discussions.

Ineffective			
Explanation	Definition	Attributes	Examples
<p>The teacher’s questioning techniques are not aligned to content and provide no opportunity for student engagement.</p>	<p>The teacher’s questions are of low-cognitive challenge with single correct responses and are asked in rapid succession. Interaction between the teacher and students is predominately recitation style with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>	<p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>Questions do not invite student thinking.</p> <p>All discussion is between the teacher and students; students are not invited to speak directly to one another.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate a discussion.</p> <p>The teacher’s questioning techniques:</p> <p>Do not allow for interactions between teacher and student to student to student</p> <p>Do not use scaffolds as appropriate for the developmental, cognitive and/or linguistic needs of the student</p> <p>Are not aligned to content and provide no opportunity for student engagement</p> <p>Use low level or inappropriate questions</p> <p>Elicit limited student participation and recitation rather than discussion</p>	<p>All questions are of the recitation type such as “what is 3 x 4?”</p> <p>The teacher asks a question for which the answer is on the board; students respond by reading it.</p> <p>The teacher calls only on students who have their hands up.</p> <p>A student responds to a question with wrong information and the teacher does not follow up.</p>

Minimally Effective			
Explanation	Definition	Attributes	Examples
<p>The teacher’s questioning techniques are low-level with minimal student engagement.</p>	<p>The teacher’s questions lead students through a single path of inquiry with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking but only a few students are involved. The teacher attempts to engage all students in the discussion to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer and the teacher calls on students quickly.</p> <p>The teacher invites students to respond directly to one answer’s ideas but few students respond.</p> <p>The teacher calls on many students but only a small number actually participate in the discussion.</p> <p>The teacher asks students to explain their reasoning but only some students attempt to do so.</p> <p>The teacher’s questioning techniques:</p> <p>Provide minimal opportunities for interaction between teacher and student and student to student</p> <p>Use low level questions that evoke minimal student engagement</p> <p>Have some questions which elicit a thoughtful response, but which are in rapid succession with no wait time and which many be answered by the teacher</p> <p>DO not include a system that allows all student to respond</p>	<p>Many questions are of the recitation type such as “How many members of the House of Representative are there?”</p> <p>The teacher asks, “Who has an idea about this?” The usual three students offer comments.</p> <p>The teacher asks, “Maria, can you comment on Ian’s idea?”, but Maria does not respond or makes a comment directly to the teacher.</p> <p>The teacher asks a student to explain his reasoning for why 13 is a prime number, but does not follow up when the student falters.</p>

Effective			
Explanation	Definition	Attributes	Examples
<p>The teacher's questioning techniques elicit deep responses and allow sufficient time for student answers through active engagement with peers and teacher.</p>	<p>While the teacher may use some low-level questions, the teacher poses questions designed to promote students thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so, as appropriate. The teacher challenges most students in the discussion by employing a range of strategies to ensure that most students are heard.</p>	<p>The teacher uses open-ended question inviting students to think and/or offer multiple possible answers.</p> <p>The teacher makes effective use of wait time.</p> <p>Discussion enables students to talk to one another without ongoing mediation by the teacher.</p> <p>The teacher calls on most students; even those who don't initially answer.</p> <p>Many students actively engage in the discussion.</p> <p>The teacher asks students to justify their reasoning and most attempt to do so.</p> <p>The teacher's questioning techniques:</p> <p>Provide frequent opportunities for interaction between teacher and student and student to student</p> <p>Use scaffolds as appropriate for the developmental, cognitive and linguistic needs of the student</p> <p>Use pre-planned questions or tasks</p> <p>Use systems that evoke responses from all students and are appropriate to students' developmental, cognitive and academic language proficiency including the use of wait time</p> <p>Consistently engage students in high levels of thinking within the specialized instruction and content</p> <p>Allow students to respond in a variety of ways including kinesthetic or visual presentation depending on their developmental, cognitive and academic language proficiency</p>	<p>The teacher asks, "What might have happened if the colonists had not prevailed in the American War of Independence?"</p> <p>The teacher uses the plural form in asking questions such as "What are some things that you think may have contributed to . . ."</p> <p>The teacher asks, "Maria can you comment on Ian's idea?" Maria responds directly to Ian.</p> <p>The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.</p> <p>The teacher asks students when they have formulated an answer to the question, "Why do you think Huck Finn did . . .?" to find the reason in the text and to explain their thinking to a neighbor.</p>

Highly Effective			
Explanation	Definition	Attributes	Examples
<p>The teacher promotes consistent analytical and collaborative approaches to understanding, and uses questioning techniques that scaffold instruction for deep understanding of concepts, allowing for discussion and debate of key concepts.</p>	<p>The teacher uses a variety, or series of questions, or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>	<p>In addition to the indicators for effective the teacher's questioning techniques:</p> <p>Students initiate higher order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion and enrich it.</p> <p>Students invite comments from their classmates during a discussion and challenge one another's thinking.</p> <p>Virtually all students are engaged in the discussion.</p> <p>Allow consistent analytical and collaborative approaches to understanding</p> <p>Scaffold for a deep understanding of concepts using academic language</p> <p>Create opportunities for student led discussion and debate of key concepts</p> <p>Allow students to take ownership or to lead ensuring that all voices are heard in classroom and group discussions</p> <p>Incorporate student generated high level questions that are within the specialized instruction and are content specific</p> <p>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</p>	<p>A student asks, "How many ways are there to get this answer?"</p> <p>A student says to a classmate, "I don't think I agree with you on this, because . . ."</p> <p>A student asks of other students, "Does anyone have another idea how we might figure this out?"</p> <p>A student asks, "What if . . .?"</p>

Exemplary			
Explanation	Definition	Attributes	Examples
<p>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.</p>		<p>In addition to the indicators for highly effective, the teacher’s questioning techniques:</p> <p>Are shared with colleagues in mentoring and support contexts</p> <p>Are shared with parents and community members</p>	

Domain 3: Teaching for Learning**Element C: Engaging students in learning**

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?

Definition of Element:

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely busy, nor are they only on-task. Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of teacher-arranged choices and making important contributions to the intellectual "like" of the class. Such activities don't typically consume an entire lesson, but are essential components of engagement. A lesson in which students are engaged usually has a discernible structure: a beginning, middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and the students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are: "What are the students asked to do?", "Does the learning task involve thinking?", "Are students challenged to discern patterns or make predictions?" If the answer to these questions is that students are, for example filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (i.e. using mathematics manipulatives or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be "minds-on."

The elements of this component are: Activities and assignment, grouping of students, instructional materials and resources, and structure and pacing.

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 connecting new concepts to prior learning and knowledge, connecting activities to learning goals, and grouping students to enhance engagement.

Ineffective			
Explanation	Definition	Attributes	Examples
<p>Activities, assignments, materials, and grouping of students are inappropriate to the instructional outcomes, resulting in no intellectual engagement.</p> <ul style="list-style-type: none"> The lesson has no structure and/or is poorly paced. 	<p>The learning tasks, activities, materials and sources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson is too slow or very rushed.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities and materials require only recall or a single correct response or method.</p> <p>Instructional materials used are unsuitable to the lesson and/or the students.</p> <p>The lesson drags or is rushed.</p> <p>Only one type of instructional group is used (whole group, small group) when a variety would promote more student engagement.</p> <p>Activities, assignments, materials, pacing and grouping of students are somewhat appropriate to the learning outcomes, language proficiency levels, and applicable IEP goals resulting in low student engagement</p>	<p>Most students disregard the assignment given by the teacher; it appears to be much too difficult.</p> <p>Students fill out the lesson worksheet by copying words from the board.</p> <p>Students are using math manipulative materials in a rote activity.</p> <p>The teacher lectures for 45 minutes.</p> <p>Most students don't have time to complete the assignment although the teacher moves on in the lesson.</p>

Minimally Effective			
Explanation	Definition	Attributes	Examples
<p>Activities, assignments, materials, and grouping of students are somewhat appropriate to the instructional outcomes, resulting in moderate intellectual engagement.</p> <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). 	<p>The learning tasks and activities are partially aligned with the instructional outcomes, but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have considerable amount of downtime.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.</p> <p>The materials and resources are partially aligned to the lesson objectives.</p> <p>Few of the materials and resources require student thinking or asks students to explain their thinking.</p> <p>The pacing of the lesson is uneven – suitable in parts but rushed or dragging in others.</p> <p>The instructional grouping used is partially appropriate to the activities.</p> <p>Activities, assignments, materials, pacing and grouping of students are somewhat appropriate to the learning outcomes, language proficiency levels, and applicable IEP goals resulting in moderate student engagement</p> <p>The teacher does not connect the lesson to prior understanding</p> <p>The lesson structure is not fully maintained</p> <p>The pacing is somewhat appropriate for some learners</p>	<p>Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed.</p> <p>Students are asked to fill in a worksheet, following an established procedure.</p> <p>There is a recognizable beginning, middle and end to the lesson.</p> <p>The teacher lectures for 20 minutes and provides 15 minutes for the student to write an essay; not all students are able to complete it.</p>

Effective			
Explanation	Definition	Attributes	Examples
<p>Activities, assignments, materials, and grouping of students are fully appropriate to the instructional outcomes.</p> <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. 	<p>The learning tasks and activities are fully aligned with instructional outcomes and are designed to challenge student thinking and invite students to make their thinking visible. This technique results in active intellectual engagement of most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking as part of completing the tasks.</p> <p>Materials and resources support the learning goals and require intellectual engagement as appropriate.</p> <p>The pacing of the lesson provides students the time needed to be intellectually engaged.</p> <p>The teacher uses groupings that are suitable to the lesson activities.</p> <p>Activities, assignments, materials, pacing and grouping of students are fully appropriate to the learning outcomes, language proficiency levels, and applicable IEP goals resulting in good student engagement</p> <p>The teacher explicitly connects the lesson to prior understanding and student background experience</p> <p>The lesson supports and maintains awareness of the effective amount of student talk versus teacher talk</p> <p>The teacher delivers lessons coherently with attention to scaffolding, pacing, sequencing, flexible grouping, student reflection, and closure</p> <p>The teacher incorporates cognitive, developmental, linguistic, and cultural experiences to support learning</p> <p>The teacher assesses student engagement and</p>	<p>Five out of 27 students have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.</p> <p>Students are asked to formulate a hypothesis about what might happen if the American voting system allowed the direct election of the president; they are also asked to explain their reasoning.</p> <p>Students are given a task to do independently, then to discuss with a table group; followed by a reporting-out from each table.</p> <p>Students are asked to create different representations of a large number by using a variety of manipulative materials.</p> <p>The lesson is neither rushed nor does it drag.</p>

		<p>understanding and adapts methods for improved learning when needed</p> <p>Students are strategically grouped to provide opportunities to practice speaking, reading, writing and listening based on their instructional needs</p>	
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Highly Effective

Explanation	Definition	Attributes	Examples
<p>Activities, assignments, materials, and grouping of students are designed to support challenging instructional outcomes.</p> <p>Students are highly intellectually engaged.</p> <p>The lesson is adapted as needed to the readiness of each student and the structure and pacing allows for students’ reflection and closure.</p> <p>The lesson allows for formative assessment.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some students’ initiation of inquiry and student contributions to the exploration of important content, students may serve as resources for one another. The lesson has a clearly defined structure and the pacing of the lesson provides students the time needed not only to intellectually engage with, and reflect upon, their learning, but also to consolidate their understanding.</p>	<p>In addition to the indicators for effective, activities, assignments, materials, pacing and grouping of students are fully appropriate to the learning outcomes, language proficiency levels, and applicable IEP goals resulting in high intellectual student engagement</p> <p>Virtually all students are intellectually engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students take initiative to improve the lesson by modifying a learning task to make it more meaningful and by suggesting modifications to the grouping patterns used. They also suggest that modifications of additions be made to the materials being used.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p> <p>The teacher provides opportunities for students to lead reading, writing, speaking and listening activities throughout the lesson</p>	<p>Students are asked to write an essay in the style of Hemmingway and to describe which aspects of his style they have incorporated.</p> <p>Students determine which of several tools – e.g. a protractor, spreadsheet, or graphing calculator – would be most suitable to solve a particular math problem.</p> <p>A student asks whether they might remain in their small groups to complete another section of the activity rather than work independently.</p> <p>Students indentify or create their own learning materials.</p> <p>Students summarize their learning from the lesson.</p>

		<p>Students incorporate cognitive, developmental, linguistic and cultural experiences to support learning</p> <p>The lesson incorporates multiple means of representation, expression and engagement</p> <p>The teacher encourages students to negotiate meaning and clarify understanding with their peers. This may be accomplished using a language other the English as appropriate</p> <p>The teacher consistently assesses student engagement and understanding and immediately adapts methods for improved learning when needed</p>	
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Exemplary

Explanation	Definition	Attributes	Examples
<p>Expectations of students are at an advanced level to engage learners to obtain depth of knowledge.</p> <ul style="list-style-type: none"> The teacher formatively assesses student engagement, understanding, and ability to analyze, and immediately adapts methods for improved learning. 		<p>In addition to the indicators for highly effective, the teacher leader:</p> <p>Uses data to support and guide student engagement and is able to demonstrate to colleagues and community members how this works</p> <p>Creates opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for engaging students in their learning</p>	

Domain 3: Teaching for Learning**Element D: Assessment in Instruction**

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?

Definition of Element:

Assessment of student learning plays an important new role in teaching: no longer signaling the end of instruction, it is now recognized to be an integral part of instruction. While assessment of learning has always been, and will continue to be, an important aspect of teaching (it is important for teachers to know whether students have learned what teachers intended), assessment for learning has increasingly become an important step in classroom practice. In order to assess student learning for the purposes of instruction, teachers must have a “finger on the pulse” of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

A teacher’s actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, indicate an alertness to a student who may be passing notes or bothering their neighbors. When monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activities or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding. In the former, the questions seek to reveal students’ misconceptions, whereas in the latter, the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions, specifically, to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in the component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring student learning and providing feedback is students are, greatly strengthened by a teacher’s skill in making mid-course corrections when needed, seizing a teachable moment, or enlisting students’ particular interests to enrich an explanation.

The elements of this component are: Assessment criteria, monitoring student learning, feedback to students, and student self-assessment and monitoring of progress.

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 using proximity to review students artifacts to check for understanding i.e. moving around the classroom checking students’ work and providing feedback and support), and creating and using summary questions connected with the day’s learning goal at the end of lessons as a way to ensure understanding.

Ineffective			
Explanation	Definition	Attributes	Examples
<p>Assessments are not used in instruction.</p> <ul style="list-style-type: none"> • Students are unaware of assessment criteria. • The teacher does not monitor student progress or offer feedback. 	<p>Students do not appear to be aware of the assessment criteria and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer-assessment.</p>	<p>The teacher gives no indication of what high-quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to only one student.</p> <p>The teacher does not ask students to evaluate their own classmates' work.</p> <p>Assessments are infrequently used in instruction and:</p> <p>Are rarely monitored by the teacher for student progress or to offer feedback</p> <p>Students are rarely informed of assessment criteria</p>	<p>A student asks, "How is this assignment going to be graded?"</p> <p>A student asks, "Is this the right way to solve the problem?"; but receives no information from the teacher.</p> <p>The teacher keeps plowing ahead with a presentation but does not check for understanding.</p> <p>After the students present their research on globalization, the teacher tells them their letter grade. When students ask how the grade was determined, the teacher responds, "After all these years in education, I just know what grade to give."</p>

Minimally Effective			
Explanation	Definition	Attributes	Examples
<p>Assessments are occasionally used in instruction.</p> <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. 	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessment are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>There is little evidence that the students understand how their work will be evaluated.</p> <p>The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague and not oriented toward future improvement of work.</p> <p>The teacher makes only minor attempts to engage students in self- or peer-assessment.</p> <p>Assessments are occasionally used to inform instruction and:</p> <p>Provide limited or irrelevant feedback</p> <p>Students are occasionally informed of assessment criteria</p> <p>Are occasionally monitored by the teacher for student progress</p>	<p>The teacher asks, "Does anyone have a question?"</p> <p>When a student completes a problem on the board, the teacher corrects the student's work without explaining why.</p> <p>The teacher says, "Good job, everyone."</p> <p>The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept.</p> <p>The students receive their tests back; each one is simply marked with a letter grade on top.</p>

Effective			
Explanation	Definition	Attributes	Examples
<p>Assessments are consistently used in instruction.</p> <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. 	<p>Students appear to be aware of assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements; most of them do so.</p> <p>Feedback includes specific and timely guidance, at least for groups of students.</p> <p>Assessments are consistently used to inform instruction and:</p> <p>Contain clear performance criteria that are communicated effectively to students</p> <p>Align to the learning outcomes</p> <p>Contain differentiated assessment strategies/instruction</p> <p>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</p> <p>Allow the teacher to provide descriptive feedback in a timely manner</p>	<p>The teacher circulates during small group or independent work, offering suggestions to students.</p> <p>The teacher uses specifically formatted questions to elicit evidence of student understanding.</p> <p>The teacher asks students to look over their papers to correct their errors; most of them engage in the task.</p>

Highly Effective			
Explanation	Definition	Attributes	Examples
<p>Assessments are used in a sophisticated manner to drive instruction:</p> <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. 	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual student misunderstandings.</p>	<p>In additional to the indicators for effective assessments are used in a sophisticated manner to drive instruction and there is a method to:</p> <p>Students indicate that they clearly understand the characteristics of high quality work, and there is evidence that students have helped establish the evaluation criteria.</p> <p>The teacher is constantly, “taking the pulse” of the class, monitoring of students understanding is sophisticated and continuous; and making use of strategies to elicit information about individual student understanding.</p> <p>Students monitor their own understanding, either through their own initiative, or as a result of tasks set by the teacher.</p> <p>High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</p> <p>Establish, support, and model the use of assessment as tools for improved learning and communication to students</p> <p>Engage students in analyzing and evaluating assessment data and information to improve learning</p> <p>Systematically gather and</p>	<p>The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.</p> <p>While students are working, the teacher circulates, providing specific feedback to individual students.</p> <p>The teacher uses Popsicle sticks or exit tickets to elicit evidence of individual student understanding.</p> <p>Students offer feedback to their classmates on their work.</p> <p>Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.</p>

		<p>use assessment data to inform and guide instruction</p> <p>Ensure that students can articulate their level of performance using the criteria and scoring guidelines provided</p> <p>Provide feedback that can be used by students in their learning</p> <p>Support students in monitoring their progress towards mastery of content standards and/or specialized instruction using informal and formal classroom assessments</p> <p>Involve students in establishing assessment criteria</p> <p>Engage students in setting and monitoring targets for learning and academic language development related to the content</p> <p>Support students in monitoring their progress with evidence based strategies that include a combination of self and peer assessments</p>	
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Exemplary			
Explanation	Definition	Attributes	Examples
<p>Students analyze and evaluate assessment data, and information, and apply same to improved learning.</p> <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. 		<p>In addition to the requirements for highly effective, the teacher leader:</p> <p>Creates opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for assessment and instruction</p> <p>Leads, directs, or instructs colleagues and/or community members in how to use assessment techniques effectively</p>	

Domain 3: Teaching for Learning

Element E: Demonstrating flexibility and responsiveness

To what level does the teacher modify instruction within the lesson/class period?

Definition of Element:

Flexibility and responsiveness refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well-planned, there may be no need to change during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will do and being prepared for various possible scenarios. But even the most skilled and best prepared teachers will occasionally find that either a lesson is not proceeding as they would like, or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students, persist in attempting to engage students in learning, even when confronted with initial setbacks.

The elements of this component are: lesson adjustment, response to students, and persistence.

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 re-grouping students or changing activities to address challenges of new materials (i.e. rule of thumb activities should last no longer than a child’s age), and provide small group or individual reteaching support.

Ineffective

Explanation	Definition	Attributes	Examples
<p>Teacher adheres to the instructional plan, even when a change would maximize learning.</p> <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. 	<p>The teacher ignores student questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson, even when students don’t understand the content.</p>	<p>The teacher ignores indications of student boredom or lack of understanding.</p> <p>The teacher brushes aside student questions.</p> <p>The teacher conveys to students that when they have difficulty learning, it is their fault.</p> <p>In reflecting on practice, the teacher does not indicate that it is important to reach all the students.</p> <p>The teacher makes no attempt to adjust the lesson in response to student confusion.</p> <p>The teacher:</p> <p>Disregards students’</p>	<p>The teacher says, “We don’t have time for that today.”</p> <p>The teacher says, “If you’d just pay attention, you could understand this.”</p> <p>When a student asks the teacher to explain a mathematical procedure again, the teacher says, “Just do the homework assignment and you’ll get it then.”</p>

		<p>learning needs</p> <p>Adheres to the instructional plan, even when a change would maximize learning</p> <p>Does not accept responsibility for students' lack of academic progress</p>	
Minimally Effective			
Explanation	Definition	Attributes	Examples
<p>Teacher accepts responsibility for student success.</p> <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. 	<p>The teacher accepts responsibility for the success of all students, but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>The teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</p> <p>The teacher conveys to students a level of responsibility for their learning but also uncertainty about how to assist them.</p> <p>In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies for doing so.</p> <p>The teacher's attempts to adjust the lesson are primarily successful.</p> <p>The teacher:</p> <p>Accepts minimal responsibility for student success</p> <p>Attempts to modify the lesson, and responds to student questions with moderate success but has limited repertoire of strategies to draw upon</p> <p>Does not use strategies to support diverse learners</p>	<p>The teacher says, "I'll try to think of another way to come at this and get back to you."</p> <p>The teacher says, "I realize not everyone understands this, but we can't spend any more time on it."</p> <p>The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful.</p>

Effective			
Explanation	Definition	Attributes	Examples
<p>Teacher promotes the successful learning of all students.</p> <ul style="list-style-type: none"> The teacher adjusts instructional plans and accommodates for student questions, needs, and interests. Teacher utilizes a variety of strategies. 	<p>The teacher successfully accommodates student questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The teacher incorporates student interests and questions into the heart of the lesson.</p> <p>The teacher conveys to students that he or she has other approaches to try when the students experience difficulty.</p> <p>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</p> <p>When improvising becomes necessary, the teacher makes adjustments to the lesson.</p> <p>The teacher modifies the instruction within the lesson/class period by:</p> <p>Promoting successful learning of all students</p> <p>Modifying instruction according to applicable IEP's</p> <p>Adjusting instructional plans and making accommodations for student questions, needs and interests while taking into account the language demands and grade level appropriateness of the content and instruction</p> <p>Adjusting instructional plans by employing a variety of strategies and techniques that are responsive to students' needs, proficiency, cultures and/or experiences</p> <p>Adjusting the lesson based on periodic checking for understanding and/or formative assessments for all students</p>	<p>The teacher says, "That's an interesting idea; let's see how it fits."</p> <p>The teacher illustrates a principle of good writing to a student using his interest in basketball as context.</p> <p>The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach.</p>

Highly Effective			
Explanation	Definition	Attributes	Examples
<p>Teacher seizes an opportunity to enhance learning by building on a spontaneous event or student interests.</p> <ul style="list-style-type: none"> • Teacher applies students' interest to current learning goal. • The teacher ensures the success of all students, using an extensive repertoire of instructional strategies. 	<p>The teacher seizes an opportunity to enhance learning building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p>	<p>In addition to the indicators for effective, the teacher modifies the instruction within the lesson/class period by:</p> <p>The teacher seizes on a teachable moment to enhance a lesson.</p> <p>The teacher conveys to students that she won't consider a lesson finished until every student understands and that she has a broad range of approaches to use.</p> <p>In reflecting on practice, the teacher can cite others in the school, and beyond, who have been contacted for assistance in reaching some students.</p> <p>The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.</p> <p>Seizing opportunities to enhance learning by building on a spontaneous event or student interests</p> <p>Creating opportunities for student-let instruction, discussion and/or questioning</p> <p>Appealing to student interests and making cultural connections to learning outcomes</p> <p>Ensuring the success of all students by using an extensive repertoire of instructional strategies in order to anchor instruction and help students make sense of content</p>	<p>The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it."</p> <p>The teacher incorporates the school's upcoming championship game into an explanation of averages.</p> <p>The teacher says, "If we have to come back to this tomorrow, we will. That is how really important this is for you to understand."</p>

Exemplary			
Explanation	Definition	Attributes	Examples
<p>The teacher identifies unique “teachable moments” that relate current lessons/standards to individual and student groups.</p> <p>The instructional strategy enhances depth of knowledge and cultural or learning relevance.</p>		<p>In addition to the indicators for highly effective the teacher leader:</p> <p>Reflects on classroom practice and uses students’ participation and responses to pace and adjust lessons during instruction</p> <p>Enhances students’ depth of knowledge through the use of activities and resources that show connections to students’ cultures, experiences and levels of development</p> <p>Engages in opportunities to support and mentor colleagues by sharing knowledge, information and strategies for demonstrating flexibility and responsiveness</p> <p>Creates opportunities for colleagues and/or community members to enhance their depth of knowledge regarding flexible teaching and responsiveness</p>	