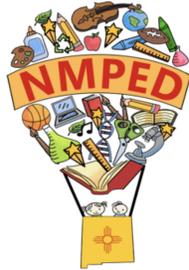


Elevate NM



Element 3-A. Communicating with Students in a Manner that is Appropriate to their Culture, Language, and Level of Development

The teacher uses systems that evoke responses from all students and are appropriate to students’ developmental, cognitive, and academic language proficiency. The teacher consistently engages students in high levels of thinking within instruction and content.

Note: Any reference to “all students” includes culturally and linguistically diverse students, English Learners (ELs), and Students with Disabilities (SWD).

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.

Not Demonstrating	Developing	Applying	Innovating
<ul style="list-style-type: none"> • The teacher does not communicate in a manner that allows all students to access specific academic and behavior expectations. • The teacher does not model or illustrate a growth mindset for students. • Lessons do not access students’ prior knowledge or build off of their backgrounds. • At no time during the lesson does the teacher convey to the student what they will be learning. • The teacher’s vocabulary is inappropriate to the age and/or culture of the students. • Students indicate through their questions that they are confused about the learning tasks. 	<ul style="list-style-type: none"> • Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces the expectations or does little to counteract student misconceptions about innate ability. • Teacher provides little elaboration or explanation about what the students will be learning. • Teacher’s explanation of content consists of a monologue, with little student engagement. • The teacher sometimes accesses the student’s prior knowledge. • Teacher’s explanations for content are purely procedural, with no indication of how students can think strategically. • Teacher’s attempts to explain academic vocabulary but is only 	<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 are consistent. • Teacher begins lessons by accessing students’ prior knowledge. • Student misconceptions are anticipated, planned for and addressed. 	<ul style="list-style-type: none"> • Strategies for students to interact with each other and offer feedback to peers. • Grade-level appropriate 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. • Opportunities for students to lead and direct lesson components. • Intentionally creating connections to students’ cultural and linguistic background knowledge.

	partially successful.	<ul style="list-style-type: none"> ● Content is delivered and differentiated by language proficiency levels and/or IEP goals, as applicable. ● Use of opportunities to connect to students' cultural and linguistic background knowledge. 	
Evidence:			

Indicators include:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies, awareness of potential student misconceptions
- Utilizing opportunities to connect to students' cultural and linguistic background knowledge