

Domain 3: Teaching for Learning

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Element	<p>NMTEACH 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 language learners (ELL) and Individualized Education Program (IEP) goals, when serving SWD.</i></p>	
Level of Performance	Not Demonstrating	The communication for learning, directions, procedures, and explanations of content are <i>not present</i> or are <i>confusing</i> 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 outcomes, 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 outcomes 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:		