


## Domain 3: Teaching for Learning

|                             |                            |  |
|-----------------------------|----------------------------|--|
| <b>Element:</b>             |                            | <b>NMTEACH 3A: Communicating with students in a manner that is appropriate to their culture and level of development</b> <ul style="list-style-type: none"> <li>•To what level are directions clearly delivered and understandable?</li> <li>•To what level is content communicated in a clear, concise manner?</li> </ul> |
| <b>Level of Performance</b> | <b>Ineffective</b>         | Does not deliver clear expectations for learning, directions, procedures, and explanations of content to students  |
|                             | <b>Minimally Effective</b> | Limited expectation for learning, directions, procedures, and explanation of content   |
|                             | <b>Effective</b>           | 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.  |
|                             | <b>Highly Effective</b>    | Expectation for learning, directions, procedures, and explanation of content are evident, consistent, and anticipate possible student misconceptions   |
|                             | <b>Exemplary</b>           | 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   |
|                             | <b>Notes:</b>              |  |

## Domain 3: Teaching for Learning

|                      |   |  |
|----------------------|---|--|
| 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"> <li>•To what level are directions clearly delivered and understandable?</li> <li>•To what level is content communicated in a clear, concise manner?</li> </ul> |
| Level of Performance | Ineffective   | <b>Does not deliver clear expectations</b> for learning, directions, procedures, and explanations of content to students   |
|                      | Minimally Effective   | <b>Limited expectation for learning</b> , directions, procedures, and explanation of content   |
|                      | Effective<br> | Teacher uses <b>clear communication</b> employing a range of vocabulary to <b>ensure learning expectations</b> are comprehensible to all students. Teacher <b>allows for student clarification</b> and <b>feedback</b> .   |
|                      | Highly Effective  | <b>Expectation</b> for learning, directions, procedures, and explanation of content <b>are evident, consistent</b> , and anticipate possible student misconceptions  |
|                      | Exemplary   | The highly-effective teacher promotes ongoing and consistent communication with students. <b>Students are provided multiple opportunities</b> and/or modalities <b>to express concepts</b> being taught in class and are clearly aware of their progress with those concepts   |
|                      | Notes:  |  |