

Domain 3: Teaching for Learning

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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Level of Performance	Ineffective	<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.
	Minimally Effective	<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).
	Effective	<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.
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	Exemplary	<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.
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