



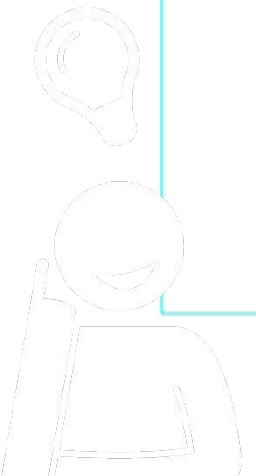
## **DOMAIN 3 Teaching for Learning**

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**Why**

**You need to learn about Domain 3 and  
Its Rubric**

**Domain 3: Teaching for Learning**



## Reason 1

Reflecting and learning how to MAKE PURPOSEFUL DECISIONS ON WHAT, WHERE, WHEN AND HOW WE TEACH content to students is just as important as the content we teach, if not more.

## Reason 2

We want to be the best teachers we can, and this rubric is an outline for us to **RECOGNIZE THE SUCCESSFUL PLANNING WE ALREADY DO.**

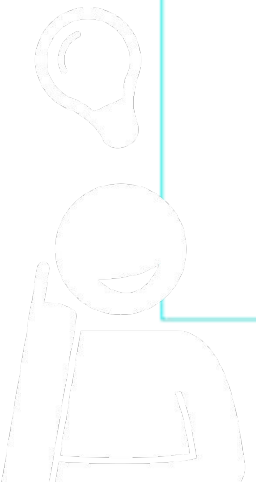
## **Reason 3**

This rubric can also HELP US IDENTIFY AREAS WHERE WE CAN IMPROVE our current teaching practices TO REACH ALL STUDENTS.

# How

**You will identify the elements of**

**Domain 3: Teaching for Learning**



# Key Elements of Domain 3 – All in the Classroom

3A

Communicating with  
Students

3B

Questioning

3C

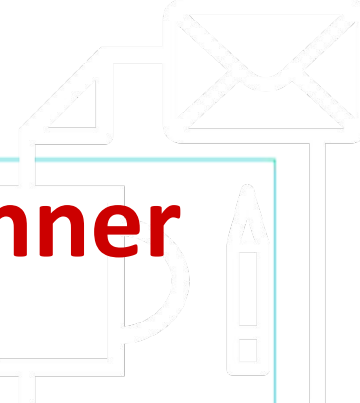
Engaging  
Students

3D

Assessing  
Learning

3E

Demonstrating  
Flexibility



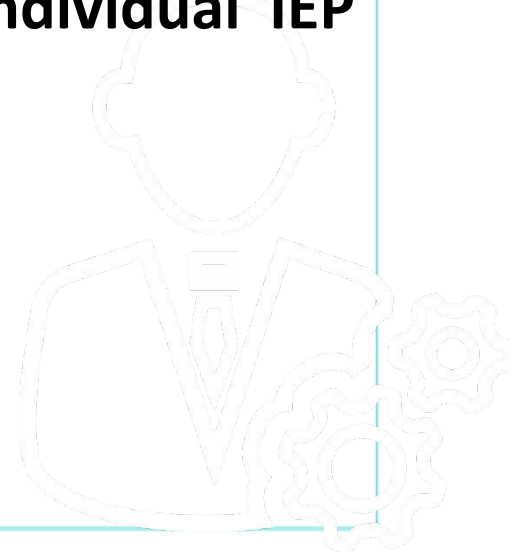
# 3A: Communicating with Students in a Manner that is Culturally and Developmentally Appropriate

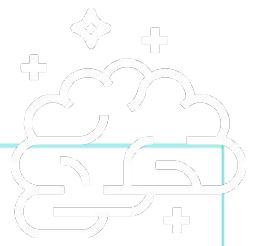
- To what level are **directions clearly delivered** and **understandable**?
- To what level is **content communicated** in a **clear, concise** manner?



## 3B Using Questioning & 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**?
- To what degree are **questions designed and used to meet individual IEP goals**?





## 3C Engaging Students in Learning

- To what level are **all students engaging** in the lesson's **activities**?
- To what level are **activities sequential** and **aligned** to the daily **learning target**?
- To what level are **all students** required to be **intellectually engaged** with the course content?

# 3D Assessing Student Learning in Instruction

- To what level does the teacher **determine the understanding needs of each student** during the lesson?
- To what level are **all students aware of how they will demonstrate understanding** of the content/lesson?

## 3E Demonstrating Flexibility and Responsiveness

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

**When**

**To use the elements in lesson planning**

**Domain 3: Teaching for Learning**

# Domain 3A – Communicating with Students

- To what level are directions clearly delivered and understandable?
- Clearly state directions for activities
- Idea: Check for understanding by having students repeat back instructions
- To what level is content communicated in a clear, concise manner?
- Use academic vocabulary that is appropriate
- Idea : Use scaffolds to support vocabulary & ensure comprehension

## Domain 3B – Questioning

- To what level do all students have an opportunity to answer questions?
- Class has a procedure to support questioning (ex: Cold Call)
- Procedures or class norms ensure that all students answer and/or participate in discussions
- Wait time is increased to ensure student participation
- To what level are questions thought provoking and rigorous?
- Higher order questions are employed in the lesson plan
- Student-led discussion and debate of key concepts is present in the lesson
- Questions that use application/synthesis rather than simple memorization assess student mastery

## Domain 3C – Engaging Students

- To what level are all students engaging in the lesson's activities?
- Students are thoughtfully grouped to support the desired outcome
- Students are actively engaged in the lesson
- To what level are activities sequential and aligned to the daily learning target?
- Activities are designed to support prior understanding
- Connect activities to learning goals



## Domain 3C – Engaging Students (continued)

- To what level are all students required to be intellectually engaged with the course content?
- Lesson is designed to foster higher level thinking skills
- Content has multiple means of demonstration of mastery to accommodate different learning styles

# Domain 3D – Assessing Student Learning

- To what level does the teacher determine the understanding and needs of each student during the lesson?

Teachers may:

- Use proximity to review student artifacts to check for understanding
- Create summary questions connected to the day's learning goal

- To what level are all students aware of how they will demonstrate understanding of the content/lesson?
- Teachers provide useable feedback to students so that students may improve learning
- Students are involved in establishing assessment criteria
- Students are involved in monitoring learning targets

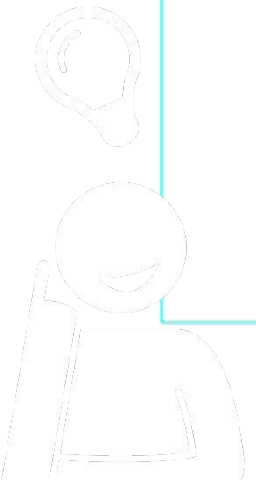
# Domain 3E – Demonstrating Flexibility & Responsiveness

- To what level does the teacher modify instruction within the lesson/class period?
- Teacher may:
- Re-group students or change activities to address challenges with new material
- Provide small group or individual re-teaching support

# What

**You should ask while lesson planning**

**Domain 3: Teaching for Learning**



## 3A Communicating with Students

- Am I using grade-level appropriate language?
- Am I providing opportunities for student feedback and clarification of directions?
- Am I providing opportunities for students to offer feedback to each other?
- Am I designing lessons that offer many opportunities to clarify concepts?

## 3B Questioning

- Am I providing enough time for student response?
- Are there opportunities for student led discussion and analysis of specific content?
- Am I incorporating higher level depth of knowledge questions into my assignments and assessments?

## 3C Engaging Students

- How am I grouping students for activities? Is it thoughtful to the desired outcome of the lesson?
- How much am I talking versus the students talking? Am I the 'sage on the stage'?
- What are my preferred strategies to engage students in a lesson? Are there other strategies that I could try?

# 3D Assessing Student Learning

- How am I checking for individual student understanding? Am I assessing students daily or waiting for tests and quizzes?
- Do I use rubrics to assess work?
- Do I clearly define my expectations for each assignment, project or activity?



## 3E Demonstrating Flexibility

- Do I adjust my lesson based on the response of my students?
- Do I use resources and activities to increase students' depth of knowledge?
- Do I modify lessons to appeal to student interest and cultural connections?