NMTEACH Educator Effectiveness System and AIM4S³™: A brief look at classroom planning, instruction and the four domains

Dual Language Education of New Mexico
www.dlenm.org
During administrator trainings, we often hear that the Achievement Inspired Mathematics for Scaffolding Student Success Framework (AIM4S$^3$) supports teachers in meeting the high expectations of the four domains in the NMTEACH rubrics. Following are pictures and artifacts from classroom teachers showing AIM4S$^3$ planning and instruction in action to support language learners.
AIM4S$^3$ IN ACTION

**Teaching for Learning**
3B: • Scaffold for a deep understanding of concepts, using academic language
• Create opportunities for student-led discussion and debate of key concepts

**Planning and Preparation**
1B: Research-based practices, including sheltered and differentiated instructional strategies, with a variety of specially designed instructional materials
Planning and Preparation
1B: Learning activities that incorporate students’ use of their first and second languages to make connections to real-world application and include learning activities that progress coherently, are research-based, and are relevant to students and the instructional/IEP goals.

Creating an Environment for Learning
2B: Visuals, graphics, and/or technology is accessible to use and to adapt to advance learning and engage students at varying levels of academic content including English language proficiency.
Teaching for Learning
3D: Support students in monitoring their progress with evidence-based strategies that include a combination of self and peer assessments

Planning and Preparation
1E: Provides strong evidence of using student achievement data to differentiate instruction, including the use of ACCESS scores to support and monitor the progress of ELs and to differentiate their instruction according to English language proficiency levels

Second grade team tracks student progress using an Excel spreadsheet. This data is then used to inform planning and instruction.
First grade students learn to solve word problems during lessons carefully designed for gradual release of responsibility.

**Teaching for Learning**

3B: • Scaffold for a deep understanding of concepts, using academic language
• Allow students to take ownership or to lead, ensuring that all voices are heard in classroom and group discussions.
Teaching for Learning
3C: The teacher delivers lessons coherently with attention to scaffolding, pacing, sequencing, flexible grouping, student reflection, and closure

Planning and Preparation
1B: Learning activities that create explicit connections between previous learning and new concepts and develop skills for all learners
Planning and Preparation
1B: Challenging research-based learning tasks that are structured to progressively develop students’ cognitive abilities and academic language

Teaching for Learning
3C: The teacher encourages students to negotiate meaning and clarify understanding with their peers, which may be supported using a language other than English
**Planning and Preparation**

1D: Creating lessons that reduce barriers, optimize levels of challenge and support, meet the needs of all learners, and increase access to grade-level curriculum.

**Professionalism**

4C: Collaborates with colleagues to reflect on, and apply, the necessary modifications for instructional practices that address the academic and linguistic needs of all students.
During an AIM4S3 Level I training, a fourth grade team plans their first unit of the year.
**Professionalism**

4B: Shares knowledge of, and proactively seeks, opportunities to learn more about techniques and strategies to work with all students, which may include cultural perspectives and strategies for sheltering academic language and research-based strategies that address student learning.

4A: Communicates with families in a manner that is culturally sensitive and responsive and affirms the positive worth of the students and families.

Fourth grader shares with her mom what they are learning in math during parent teacher conferences.