

Domain 4: Professionalism

Element:		NMTEACH 4A: Communicating with families
		<ul style="list-style-type: none"> • How well does the teacher engage families in the instructional program? • To what level is the teacher’s communication (both formal and informal) with families frequent and culturally appropriate?
Level of Performance	Ineffective	The teacher does not attempt to engage families in the instructional program: <ul style="list-style-type: none"> • Teacher communication with families is sporadic or culturally inappropriate.
	Minimally Effective	The teacher makes minimal attempts to engage families in the instructional program: <ul style="list-style-type: none"> • Teacher communication is not always appropriate to the cultures of families.
	Effective	The teacher successfully engages families in the instructional program: <ul style="list-style-type: none"> • Teacher communicates with families in a culturally appropriate manner • Teacher frequently communicates with families.
	Highly Effective	The teacher successfully engages families in the instructional program: <ul style="list-style-type: none"> • Teacher’s communications are sensitive to cultural traditions, and students participate in the communication • Teacher communicates frequently and effectively with families.
	Exemplary	The teacher helps promote school-wide activities that increase family and community understanding of the instructional program: <ul style="list-style-type: none"> • Teacher helps promote school-wide activities that increase family involvement • Teacher actively seeks out and engages with stakeholders within the community, and becomes a part of the community.
	Notes:	

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Element:		NMTEACH 4B: Participating in a professional community
		<ul style="list-style-type: none"> • How willing and eager is the teacher to participate in the professional community? • How collegial and productive are teacher’s relationships with their colleagues?
Level of Performance	Ineffective	The teacher does not participate in a professional community or in school and district events and projects: <ul style="list-style-type: none"> • Teacher’s relationships with colleagues are negative or self-serving.
	Minimally Effective	The teacher participates in a professional community and in school and district events and projects when specifically requested: <ul style="list-style-type: none"> • Teacher’s relationships with colleagues are cordial but relationships do not lead to productive work that benefits students.
	Effective	The teacher participates actively in professional community, and in school/-district events and projects: <ul style="list-style-type: none"> • Teacher maintains positive and productive relationships with colleagues.
	Highly Effective	The teacher makes a substantial contribution to the professional community, to school/district events and projects: <ul style="list-style-type: none"> • Teacher assumes a leadership role among the stakeholders.
	Exemplary	The teacher is actively engaging in ongoing research, leads study groups, and identifies new practices for school and district implementation: <ul style="list-style-type: none"> • Teacher serves as an instructional leader, and is accepted by faculty for exceptional skills in delivering professional development and mentorship.
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Element:		NMTEACH 4C: Reflecting on teaching <ul style="list-style-type: none"> • How detailed, accurate, and thoughtful is the teacher’s reflection on their instructional practices?
Level of Performance	Ineffective	Teacher does not accurately assess the effectiveness of the instructional practices: <ul style="list-style-type: none"> • Teacher has no idea about how the instructional practices could be improved.
	Minimally Effective	Teacher provides a partially accurate and objective description of the instructional practices with some evidence: <ul style="list-style-type: none"> • Teacher makes only general suggestions as to how the instructional practices might be improved.
	Effective	Teacher provides an accurate and objective description of own and other instructional practices with specific evidence: <ul style="list-style-type: none"> • Teacher makes some specific suggestions as to how the instructional practices might be improved.
	Highly Effective	Teacher’s reflection on instructional practices is thoughtful and accurate with specific evidence: <ul style="list-style-type: none"> • Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
	Exemplary	Teacher’s reflection is ongoing and immediate: <ul style="list-style-type: none"> • The teacher demonstrates immediate understanding of effectiveness of instructional practices • Teacher modifies and adapts as necessary.
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Element:		NMTEACH 4D: Demonstrating professionalism <ul style="list-style-type: none"> • How high are the teacher’s professional standards and practices? • To what level is the teacher willing to comply with district and school rules and regulations?
Level of Performance	Ineffective	The teacher displays a lack of professionalism: <ul style="list-style-type: none"> • Teacher contributes to practices that are self-serving or harmful to students • Teacher fails to comply with regulations and timelines.
	Minimally Effective	The teacher displays minimal professionalism: <ul style="list-style-type: none"> • Teacher complies inconsistently with regulations, doing just enough to “get by.”
	Effective	The teacher displays a high level of professionalism in dealings with both students and colleagues: <ul style="list-style-type: none"> • Teacher complies fully and voluntarily with regulations • Teacher promotes safe environment for students when monitoring students and activities.
	Highly Effective	The teacher is proactive and assumes a leadership role in ensuring the highest-level of professional practices by all colleagues: <ul style="list-style-type: none"> • Teacher helps ensure that school practices honor all stakeholders • Teacher helps colleagues comply with rules and regulations.
	Exemplary	The teacher proactively and in a positive way seeks to continually improve the culture of the school by consistently raising expectations for adults and students, raising the engagement of adults and students and contributing to the efficacy of adults and students.
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Element:		NMTEACH 4E: Growing and developing professionally <ul style="list-style-type: none"> • To what level does the teacher seek out, implement, and share professional learning? • How well does the teacher utilize feedback?
Level of Performance	Ineffective	The teacher does not participate in professional development activities: <ul style="list-style-type: none"> • Teacher makes no effort to share knowledge with colleagues. • Teacher is resistant to feedback from supervisors or colleagues.
	Minimally Effective	The teacher participates in professional development activities that are convenient or are required: <ul style="list-style-type: none"> • Teacher makes limited attempts to share knowledge with colleagues. • Teacher accepts feedback from supervisors and colleagues with some reluctance.
	Effective	The teacher accepts opportunities for professional development after an individual assessment of need: <ul style="list-style-type: none"> • Teacher implements PD strategies • Teacher welcomes and implements feedback from supervisors and colleagues.
	Highly Effective	The teacher actively pursues professional development opportunities: <ul style="list-style-type: none"> • Teacher initiates activities to share expertise with others • Teacher seeks out feedback from supervisors and colleagues.
	Exemplary	The teacher is an established leader in the school: <ul style="list-style-type: none"> • Teacher is able to provide feedback to colleagues and supervisors in a manner that is welcomed and utilized by all stakeholders.
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Element:		NMTEACH 4F: Maintaining accurate records <ul style="list-style-type: none"> • How efficient and accurate are the teacher's record-keeping systems?
Level of Performance	Ineffective	The teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray: <ul style="list-style-type: none"> • Information from records contains errors and causes confusion.
	Minimally Effective	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and partially successful: <ul style="list-style-type: none"> • Information from records is mostly accurate and not up to date.
	Effective	The teacher's systems for maintaining both instructional and non-instructional records are efficient and successful: <ul style="list-style-type: none"> • Information from records is accurate and up to date • Information is used by teacher to make decisions regarding students.
	Highly Effective	The students contribute to the maintenance of the efficient and successful systems for both instructional and non-instructional records: Information from records is accurate, up to date, and used constructively by students and teacher.
	Exemplary	The teacher's system is recognized by the school community as efficient and used as a model for other teachers.
	Notes:	