

Domain 4: Professionalism

Element	<p>NMTEACH 4A: Communicating with Families</p> <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? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and Students With Disabilities (SWD).</i></p> <p><i>Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards when serving English language learners (ELL) and Individualized Education Program (IEP) goals when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> • rarely adheres, or does not adhere, to the district’s/school’s requirements for communicating with families; • provides little or no information to families about the instructional program, the IEP goals (academic and/or behavioral) as applicable, and/or progress toward goals for all students; • rarely responds, or does not respond, to family concerns; and • displays occasional insensitivity to cultural norms.
	Minimally Effective	<p>The teacher</p> <ul style="list-style-type: none"> • minimally adheres to the district’s/school’s requirements for communicating with families; • does not clearly communicate to families the instructional program, the IEP goals (academic and/or behavioral) as applicable, and/or progress towards goals for all students; • minimally responds to family concerns; and • displays inconsistent sensitivity to cultural norms.
	Effective	<p>The teacher</p> <ul style="list-style-type: none"> • fully adheres to the district’s/school’s requirements for communicating with families; • conducts effective communications from school-to-home about appropriate school programs and student progress, including the ACCESS for ELL Parent Report and IEP goals, as applicable, and effectively responds to home-to-school communications; • communicates with families in a manner that is culturally sensitive and responsive and affirms the positive worth of the students and families; • is available, as needed, to respond to family concerns; and • uses clear, accurate, and understandable language while facilitating communication with families, including the written IEP when supporting SWD and uses the student’s home language or a translator when possible.
	Highly Effective	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • goes beyond the district’s/school’s requirements for communicating with families, and provides frequent information to families about ways to support children as learners, student progress, instruction, and assessment—including the ACCESS for ELL Parent Report, as applicable; • clearly communicates and defines the IEP goals (academic and/or behavioral) and progress towards goals when supporting SWD, using specific examples of student progress based on data in parent-friendly language, as applicable; and • responds to family concerns with professionalism and cultural sensitivity.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • works with school and/or district leadership to create a family-friendly school climate and student-/community-centered policies; • participates with colleagues to create family-school partnerships that include families as participants in school decisions and develops parent leaders and representatives that may include PTA, PTO, PTSA, PTSO, PAC or other parent organizations; • assists in facilitating and/or designing workshops and opportunities for parents to learn more about supporting their children as learners, publishes accurate information in the newsletter and on the website in multiple languages as needed, and/or reaches out to families in community activities when appropriate (e.g., feast days, community meetings, chapter house meetings, etc.); and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for communicating with families.
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Element	<p>NMTEACH 4B: Participating in a Professional Community</p> <ul style="list-style-type: none"> • How willing and committed is the teacher to participate in the professional community? • How collegial and productive are the teacher’s relationships with her/his colleagues? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> • avoids participation in a professional community or in school and district events and projects; and • demonstrates relationships with colleagues which are negative and/or unprofessional.
	Minimally Effective	<p>The teacher</p> <ul style="list-style-type: none"> • participates minimally in a professional community and in school and district events and projects when specifically requested; • maintains relationships with colleagues that are cordial, but these relationships do not lead to productive work that benefits students; and • interacts minimally with appropriate personnel about instructional, environmental, and behavioral modifications for SWD and/or about instructional strategies for culturally and linguistically diverse students.
	Effective	<p>The teacher</p> <ul style="list-style-type: none"> • participates actively in a professional community and in school and district events and projects; • maintains positive and productive relationships with colleagues; • provides appropriate information on SWD and ELs to appropriate personnel as applicable (e.g., strengths, weaknesses, preferred modalities, environmental modifications, IEP goals, etc.); • consults with appropriate personnel about instructional, environmental, and behavioral modifications for SWD and about instructional strategies for culturally and linguistically diverse students, as applicable; and • participates in interactions with colleagues that are characterized by a willingness to listen and consider multiple points of view.
	Highly Effective	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • makes a substantial contribution to the professional community and in school and district events and projects; • 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; and • works with other teachers to monitor IEP objectives addressed in the regular classroom.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • actively engages in ongoing research, leads study groups or professional development, and identifies effective practices for school and/or district implementation; • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for participating effectively in a professional community; and • actively promotes positive and productive interactions between colleagues and within the school community.
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Element	<p>NMTEACH 4C: Reflecting on Teaching</p> <ul style="list-style-type: none"> • How detailed, accurate, and thoughtful is the teacher’s reflection on her/his instructional practices? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL students and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> • rarely or never accurately assesses the effectiveness of his/her instructional practices; • lacks an awareness of how instructional practices can be improved; and • rarely or never uses data to reflect on his/her instructional practices.
	Minimally Effective	<p>The teacher</p> <ul style="list-style-type: none"> • provides a partially accurate and objective description of instructional practices with some evidence; • makes general, non-specific suggestions as to how instructional practices might be improved; and • occasionally uses data to inform and modify instructional practices.
	Effective	<p>The teacher</p> <ul style="list-style-type: none"> • provides an accurate and objective description of instructional practices with specific evidence, such as progress monitoring within evidence-based specialized instruction; and • provides specific suggestions as to how instructional practices might be improved, based on students’ progress and use of assessment data.
	Highly Effective	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • consistently reflects on instructional practices thoughtfully and accurately with specific evidence, such as progress monitoring within evidence-based specialized instruction; • draws from an extensive repertoire of instructional practices in support of all students; • suggests alternative instructional practices and predicts the likely success of each; and • uses assessment data as a primary resource to inform the quality and effectiveness of instructional practices.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • collaborates with colleagues to reflect on, and apply, the necessary modifications for instructional practices that address the academic and linguistic needs of all students; • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for effective instructional practices; and • explains to students, parents, and colleagues how and why assessment data is used to inform and direct instructional practices.
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Element	<p>NMTEACH 4D: Demonstrating Professionalism</p> <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? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> • displays a lack of professionalism based on self-serving interests; • instigates or contributes to practices that are negative and/or harmful to students or colleagues; • rarely complies, or fails to comply, with district/school regulations and timelines; and • contributes to school practices that do not support all students and the goals and mission of the learning community.
	Minimally Effective	<p>The teacher</p> <ul style="list-style-type: none"> • displays minimal professionalism by making decisions and recommendations based on the needs of some students; • condones or supports practices that are negative and/or harmful to students or colleagues; • minimally complies with district/school regulations and timelines; and • occasionally contributes to school practices that do not support all students and the goals and mission of the learning community.
	Effective	<p>The teacher</p> <ul style="list-style-type: none"> • displays a high level of professionalism by making decisions and recommendations based on the needs of all students; • promotes a positive working/learning environment for students, colleagues, and community members; • demonstrates knowledge of applicable laws, policies, regulations, and procedures related to all students; • consistently follows district/school regulations and timelines and maintains accurate documentation; • promotes a safe environment when monitoring students and activities; • works to achieve equitable learning and achievement outcomes for all students; and • contributes to school practices that support all students and the goals and mission of the learning community.
	Highly Effective	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • assumes a leadership role in ensuring the highest-level of professional practices by all members of the learning community; • works with colleagues to create activities promoting a positive school environment; • assists in designing school practices that honor all students and the goals and mission of the learning community; and • models advocacy for, and instructs, all students in self-advocacy skills, making particular effort to challenge negative attitudes and to ensure that all students are honored and valued.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • proactively seeks to improve the culture of the school by consistently raising expectations and engagement for adults and students; • demonstrates and shares extensive current knowledge of applicable laws, policies, regulations, and procedures; • creates systems to promote a culture of professionalism that supports the school community; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies that demonstrate professionalism in the school community.
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Element	<p>NMTEACH 4E: Growing and Developing Professionally</p> <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? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> • rarely participates, or does not participate, in professional development activities; • makes no effort to share knowledge with colleagues; and • demonstrates resistance to feedback from supervisors and/or colleagues.
	Minimally Effective	<p>The teacher</p> <ul style="list-style-type: none"> • participates minimally in professional development activities that are convenient and/or are required; • makes limited attempts to share knowledge with colleagues; and • accepts feedback from supervisors and colleagues with some reluctance and/or resistance.
	Effective	<p>The teacher</p> <ul style="list-style-type: none"> • accepts opportunities for professional growth, based on identified areas in need of improvement; • implements evidence-based strategies learned in professional development sessions; • actively reads and applies current research in areas of greatest impact for all students; and • accepts and implements feedback from supervisors and colleagues regarding evidence-based instruction.
	Highly Effective	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • actively pursues professional development opportunities; • initiates activities to share expertise with others, including evidence-based instruction; • seeks out feedback and best practices from supervisors and colleagues/specialists in areas such as Indian Education, ELs, special education, and bilingual education, as applicable, in order to make instruction accessible and understandable for all students; and • expands on feedback from supervisors/colleagues and uses it to directly improve instruction.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • designs and leads professional development for the school community; • provides feedback to colleagues and supervisors in a positive, constructive manner; and • creates opportunities to engage and mentor colleagues by sharing knowledge, information, and strategies that support all students to become proficient in the academic language and content knowledge to be learned.
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Element	<p>NMTEACH 4F: Maintaining Accurate Records</p> <ul style="list-style-type: none"> • How efficient and accurate are the teacher’s record-keeping systems? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	<p>The teacher</p> <ul style="list-style-type: none"> • does not have a record-keeping system in place for instructional and non-instructional records; or • has a system in place, but it is in disarray and therefore, non-functional; and • maintains records containing inaccurate information.
	Minimally Effective	<p>The teacher</p> <ul style="list-style-type: none"> • has a rudimentary and partially complete record-keeping system for instructional and non-instructional records; and • maintains records that are mostly accurate, but not up-to-date.
	Effective	<p>The teacher</p> <ul style="list-style-type: none"> • maintains an efficient system for both instructional and non-instructional records, including reports, and/or status of current IEP objectives, as applicable; • ensures information from records is accurate and up-to-date, including academic and language proficiency-level data, when supporting culturally and linguistically diverse students; • develops and monitors IEP objectives that correspond with present levels of student performance, as applicable, and allows for continuous student progress; • ensures that the grading, assessment practices, and record-keeping systems are effective in serving academic and language learning goals; • assists with pre-referral and referral timelines, as applicable; and • stays current with annual IEPs, re-evaluations, language proficiency levels, and progress towards goals, when supporting SWD and/or ELs.
	Highly Effective	<p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • supports students to efficiently maintain personal instructional and non-instructional records; • maintains accurate and up-to-date records that are used constructively by students and teachers; • supports the ability of students to contribute information and interpret their own instructional records; • shares language development and IEP objectives and goals clearly with all stakeholders, as applicable; and • provides and shares accurate documentation to support student progress towards goals with stakeholders.
	Exemplary	<p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • establishes systems for record keeping that are recognized by the school community as efficient and are used as a model for teachers; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for establishing an efficient system of maintaining accurate instructional and non-instructional records.
<p>Notes:</p>		