

Domain 4: Professionalism**Element A:** Communicating with families—

How well does the teacher engage families in the instructional program?

What is the level of frequency, and cultural appropriateness, of the teacher's communication (both formal and informal) with families?

Definition of Element:

Although the ability of family participation in their child's learning varies widely, due to personal or work obligations, it is the responsibility of the teacher to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.

The elements of this component are: Information about the instructional program, information about individual students, and engagement of families in the instructional program.

Any reference to "all students" includes culturally and linguistically diverse students, English Learners, and Students with Disabilities.

Any reference to NM Adopted Standards includes the 2012 amplification of WIDA ELD standards when serving ELL students and IEP goals when serving Students with Disabilities.

Key Descriptive Activities at the Domain Level (General Look Fors)

This domain and element are characterized by phone/email logs, student management software notes, sample of correspondence within the teacher portfolio, and teachers' websites.

Ineffective			
Explanation	Definition	Attributes	Examples
<p>The teacher does not attempt to engage families in the instructional program.</p> <ul style="list-style-type: none"> Teacher communication with families is sporadic or culturally inappropriate. 	<p>The teacher provides little information about the instructional program to families; the teacher’s communication about student progress is minimal. The teacher does not respond, or responds insensitively, to parent concerns.</p>	<p>Little or no information regarding the instructional program is available to parents.</p> <p>Families are unaware of their children’s progress.</p> <p>Family engagement activities are lacking.</p> <p>There is some culturally inappropriate communication.</p> <p>The teacher:</p> <p>Rarely or does not adhere to the district’s/school’s requirements for communicating with families</p> <p>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</p> <p>Rarely or does not respond to family concerns</p> <p>Displays occasional insensitivity to cultural norms</p>	<p>A parent says, “I’d like to know what my child is working on at school.”</p> <p>A parent says, “I wish I could know something about my child’s progress before the report card comes out.”</p> <p>A parent says, “I wonder why we never see any schoolwork come home.”</p>

Minimally Effective			
Explanation	Definition	Attributes	Examples
<p>The teacher makes minimal attempts to engage families in the instructional program.</p> <ul style="list-style-type: none"> Teacher communication is not always appropriate to the cultures of families. 	<p>The teacher makes sporadic attempts to communicate with families about the instructional program, and about the progress of individual students, but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to these families.</p>	<p>School- or district-created materials about the instructional program are sent home.</p> <p>The teacher sends home infrequent or incomplete information about the instructional program.</p> <p>The teacher maintains a school required grade book but does little else to inform families about student progress.</p> <p>Some of the teacher’s communications are inappropriate to families’ cultural norms.</p> <p>The teacher: 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 toward goals for all students Minimally responds to family concerns Displays inconsistent sensitivity to cultural norms</p>	<p>A parent says, “I received the district pamphlet on the reading program, but I wonder how it’s being taught in my child’s class.”</p> <p>A parent says, “I emailed the teacher about my child’s struggles with math, but all I got back was a note saying he was doing fine.”</p> <p>The teacher sends home weekly quizzes for parent or guardian signature.</p>

Effective			
Explanation	Definition	Attributes	Examples
<p>The teacher successfully engages families in the instructional program.</p> <ul style="list-style-type: none"> Teacher communicates with families in a culturally appropriate manner. Teacher frequently communicates with families. 	<p>The teacher provides frequent and appropriate information about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</p>	<p>The teacher regularly makes information about the instructional program available.</p> <p>The teacher regularly sends home information about student progress.</p> <p>The teacher develops activities designed to engage families successfully and appropriately in their children’s learning.</p> <p>The teacher:</p> <p>Fully adheres to the district’s/school’s requirements for communicating with families</p> <p>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 the home-to-school communications</p> <p>Communicates with families in a manner that is culturally sensitive and responsive and affirms the positive worth of the students and families</p> <p>Is available as needed to respond to family concerns</p> <p>Uses clear, accurate and understanding language while facilitating communication with families including the written IEP when supporting Students With Disabilities and uses the students’ home language or a translator when possible</p>	<p>The teacher sends a weekly newsletter home to families that describe current class activities, community and/or school projects, field trips, etc.</p> <p>The teacher creates a monthly progress report which is sent home with each student.</p> <p>The teacher sends home a project that asks students to interview a family member about growing up during the 1950s.</p>

Highly Effective			
Explanation	Definition	Attributes	Examples
<p>The teacher successfully engages families in the instructional program.</p> <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. 	<p>The teacher communicates frequently with families in a culturally sensitive manner with students contributing to the communication.</p> <p>The teacher responds to family concerns with professionalism and cultural sensitivity.</p> <p>The teacher’s efforts to engage families in the instructional program are frequent and successful.</p>	<p>In addition to the indicators to be effective the teacher:</p> <p>Students regularly develop materials to inform their families about the instructional program.</p> <p>Students maintain accurate records about their individual learning progress and frequently share the information with their families.</p> <p>Students contribute to regular and ongoing projects designed to engage families in the learning process.</p> <p>All of the teacher’s communications are highly sensitive to families’ cultural norms.</p> <p>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</p> <p>Clearly communicates and defines the IEP goals (academic and/or behavioral) and progress toward goals when supporting Students with Disabilities using specific examples of student progress based on data in parent-friendly language as applicable</p> <p>Responds to family concerns with professionalism and cultural sensitivity</p>	<p>Students create materials for Back-to-School night that outline the approach for learning science.</p> <p>Each student’s daily reflection log describes what she or he is learning and the log goes home each week for review by a parents or guardian.</p> <p>Students design a project on charting their families’ use of plastics.</p>

Exemplary			
Explanation	Definition	Attributes	Examples
<p>The teacher helps promote school-wide activities that increase family and community understanding of the instructional program.</p> <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. 		<p>In addition to indicators to be highly effective, the teacher leader:</p> <p>Works with school and/or district leadership to create a family-friendly school climate and student/community centered policies</p> <p>Participates with colleagues to create a family-school partnership which include families as participants in school decisions and develops parent leaders and representatives which may include PTA, PTO, PTSA, PTSO, PAC or other organizations</p> <p>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 or reaches out to families in community activities when appropriate (e.g. feast day, community meetings, chapter house meetings etc.)</p> <p>Engages in opportunities to support and mentor colleagues by sharing knowledge, information and strategies for communicating with families</p>	

Domain 4: Professionalism

Element B: Participating in a professional community—

How willing and eager is the teacher to participate in the professional community?

How collegial and productive are teachers’ relationships with their colleagues?

Definition of Element:

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend well beyond the walls of classrooms and include activities related to the entire school, the larger district, or both. These activities can include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

The elements of this component are: Relationships with colleagues, involvement in a culture of professional inquiry, service to the school, and participation in school and district projects.

Any reference to “all students” includes culturally and linguistically diverse students, English Learners, and Students with Disabilities.

Any reference to NM Adopted Standards includes the 2012 amplification of WIDA ELD standards when serving ELL students and IEP goals when serving Students with Disabilities.

Key Descriptive Activities at the Domain Level (General Look Fors)

This domain and element are characterized by agenda and minutes from PLC, grade level, or departmental meetings, teachers’ reflection on participating in sight or district collaborative events, student work that has been generated as a result of collaborative work, administrator notes from meetings.

Ineffective

Explanation	Definition	Attributes	Examples
<p>The teacher does not participate in a professional community or in school and district events and projects.</p> <ul style="list-style-type: none"> Teacher’s relationships with colleagues are negative or self-serving. 	<p>The teacher’s relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</p>	<p>The teacher’s relationships with colleagues are characterized by negativity or combativeness.</p> <p>The teacher purposefully avoids contributing to activities promoting professional inquiry.</p> <p>The teacher avoids involvement in school activities and district and community projects.</p> <p>The teacher: Avoids participation in a professional community or</p>	<p>The teacher does not share test-taking strategies with colleagues. The teacher figures that if the students do well, the teacher will look good.</p> <p>The teacher does not attend any school functions after the dismissal bell.</p> <p>The teacher does not attend PLC meetings.</p> <p>The teacher says, “I work from 8:30 to 3:30 and not a minute more. I won’t serve on any district committee</p>

		<p>in school and district events and projects</p> <p>Demonstrates relationships with colleagues which are negative and/or unprofessional</p>	<p>unless they get me a substitute to cover my classes.”</p>
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Minimally Effective

Explanation	Definition	Attributes	Examples
<p>The teacher participates in a professional community and in school and district events and projects when specifically requested.</p> <ul style="list-style-type: none"> Teacher’s relationships with colleagues are cordial but relationships do not lead to productive work that benefits students. 	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p>	<p>The teacher has a cordial relationship with colleagues.</p> <p>When invited, the teacher participates in activities related to professional inquiry.</p> <p>When asked, the teacher participates in school activities as well as district and community projects.</p> <p>The teacher:</p> <p>Participates minimally in a professional community and in school and district events and projects, when specifically requested</p> <p>Maintains relationships with colleagues which are cordial but these relationships do not lead to productive work that benefits students</p> <p>Interacts minimally with appropriate personnel about instructional environmental and behavioral modifications for Students With Disabilities and/or instructional strategies for culturally and linguistically diverse students</p>	<p>The teacher is polite but seldom shares any instructional materials with grade level partners.</p> <p>The teacher attends PLC meetings only when reminded by her supervisor.</p> <p>The principal says, “I wish I didn’t have to ask the teacher to volunteer every time we need someone to chaperone the dance.”</p> <p>The teacher contributes to the district literacy committee only when requested to do so by the principal.</p>

Effective			
Explanation	Definition	Attributes	Examples
<p>The teacher participates actively in the professional community, and in school/district events and projects.</p> <ul style="list-style-type: none"> Teacher maintains positive and productive relationships with colleagues. 	<p>The teacher’s relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects making a substantial contribution.</p>	<p>The teacher has supportive and collaborative relationships with colleagues.</p> <p>The teacher regularly participates in activities related to professional inquiry.</p> <p>The teacher frequently volunteers to participate in school events and school and district and community projects.</p> <p>The teacher:</p> <p>Participates actively in a professional community and in school and district events and projects</p> <p>Maintains positive and productive relationships with colleagues</p> <p>Provides appropriate information on Students With Disabilities and English Learner students to appropriate personnel as applicable (e.g. strengths, weaknesses, preferred modalities needed, environmental modifications, IEP goals, etc.)</p> <p>Consults with appropriate personnel about instructional strategies for culturally and linguistically diverse students as applicable</p> <p>Participates in interactions with colleagues that are characterized by a willingness to listen and consider multiple points of view</p>	<p>The principal remarks that the teacher’s students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings.</p> <p>The teacher has decided to take some free MIT courses online and share his learning with colleagues.</p> <p>The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there.</p> <p>The teacher enthusiastically represents the school during the district social studies review and brings substantial knowledge of US history to the course writing team.</p>

Highly Effective			
Explanation	Definition	Attributes	Examples
<p>The teacher makes a substantial contribution to the professional community, to school/ district events and projects.</p> <ul style="list-style-type: none"> Teacher assumes a leadership role among the stakeholders. 	<p>The teacher’s relationships with colleagues are characterized by mutual support and cooperation with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>	<p>In addition to the indicators to be effective the teacher:</p> <p>The teacher takes a leadership role in promoting activities related to professional inquiry.</p> <p>The teacher regularly contributes to and leads events that positively impact school life.</p> <p>The teacher regularly contributes to and leads significant district and community projects.</p> <p>Makes a substantial contribution to the professional community and in school and district events and projects</p> <p>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</p> <p>Works with other teachers to monitor IEP objectives addressed in the regular classroom</p>	<p>The teacher leads the group of mentor teachers at school, which is developed to support teachers during their first years of teaching.</p> <p>The teacher hosts a book study group that meets monthly. The teacher guides the book choices so that the group can focus on topics that will enhance their skills.</p> <p>The teacher leads the annual “Olympics Day,” thereby involving the entire student body and faculty in athletic events.</p> <p>The teacher leads the district wellness committee and involves healthcare and nutrition specialists from the community.</p>

Exemplary			
Explanation	Definition	Attributes	Examples
<p>The teacher is actively engaging in ongoing research, leads study groups, and identifies new practices for school and district implementation.</p> <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. 		<p>In addition to the indicators to be highly effective the teacher leader: Actively engages in ongoing research leads study groups or professional development and identifies effective practices for school and/or district implementation</p> <p>Engages in opportunities to support and mentor colleagues by sharing knowledge, information and strategies for participating effectively in a professional community</p> <p>Actively promotes positive and productive interactions between colleagues and within the school community</p>	

Domain 4: Professionalism

Element C: Reflecting on teaching

How detailed, accurate, and thoughtful is the teacher’s reflection on their instructional practices?

Definition of Element:

Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements, in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversation, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking, both reflectively and self-critically, and of analyzing instruction through their lens of student learning – whether excellent, adequate, or inadequate – becomes a habit of mind leading to improvement in teaching and learning.

The elements of this component are: Accuracy and use in future

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Key Descriptive Activities at the Domain Level (General Look Fors)

This domain and element are characterized by teacher’s written response to observation feedback, post observation conference notes (i.e. does teacher seek continuous practice improvement, is the teacher receptive to suggestions, is the teacher willing to change, does the teacher incorporate suggestions).

Ineffective

Explanation	Definition	Attributes	Examples
<p>Teacher does not accurately assess the effectiveness of the instructional practices.</p> <ul style="list-style-type: none"> Teacher has no idea about how the instructional practices could be improved. 	<p>The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.</p>	<p>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</p> <p>The teacher makes no suggestions for improvement.</p> <p>The teacher:</p> <p>Rarely or never accurately assesses the effectiveness of his/her instructional practices</p> <p>Lacks an awareness of how instructional practices can be improved</p> <p>Rarely or never uses data to reflect on his/her instructional practices</p>	<p>Despite evidence to the contrary, the teacher says, “My students did great on that lesson.”</p> <p>The teacher says, “That was awful. I wish I knew what to do.”</p>

Minimally Effective			
Explanation	Definition	Attributes	Examples
<p>Teacher provides a partially accurate and objective description of the instructional practices with some evidence.</p> <ul style="list-style-type: none"> Teacher makes only general suggestions as to how the instructional practices might be improved. 	<p>The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.</p>	<p>The teacher has a general sense of whether or not instructional practices were effective.</p> <p>The teacher offers general modifications for ways in which a lesson might be improved.</p> <p>The teacher:</p> <p>Provides a partially accurate and objective description of instructional practices with some evidence</p> <p>Makes general non-specific suggestions as to how instructional practices might be improved</p> <p>Occasionally uses data to inform and modify practices</p>	<p>At the end of the lesson, the teacher says, “I guess that went OK.”</p> <p>The teacher says, “I guess I will try “X” next time.”</p>

Effective			
Explanation	Definition	Attributes	Examples
<p>Teacher provides an accurate and objective description of his/her own, and others', instructional practices with specific evidence.</p> <ul style="list-style-type: none"> Teacher makes some specific suggestions as to how the instructional practices might be improved. 	<p>The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried the next time the lesson is taught.</p>	<p>The teacher accurately assesses the effectiveness of instructional activities used.</p> <p>The teacher identifies specific ways in which a lesson might be improved.</p> <p>The teacher:</p> <p>Provides an accurate and objective description of instructional practices with specific evidence, e.g. progress monitoring within evidence-based specialized instruction</p> <p>Provides specific suggestions as to how instructional practices might be improved based on students' progress and use of assessment data</p>	<p>The teacher says, "I wasn't pleased with the level of engagement of the students."</p> <p>The teacher's journal indicates several possible lesson improvements.</p>

Highly Effective			
Explanation	Definition	Attributes	Examples
<p>Teacher's reflection on instructional practices is thoughtful and accurate with specific evidence.</p> <ul style="list-style-type: none"> Teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each. 	<p>The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>	<p>In addition to the requirements to be effective the teacher:</p> <p>The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</p> <p>The teacher's suggestions for improvement draw on an extensive repertoire.</p> <p>Consistently reflects on instructional practices thoughtfully and accurately with specific evidence, e.g. progress monitoring within evidence-based specialized instruction</p> <p>Draws from an extensive repertoire of instructional practices in support of all students</p> <p>Suggests alternative instructional practices and predicts the likely success of each</p> <p>Uses assessment data as a primary resource to inform the quality and effectiveness of instructional practices</p>	<p>The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."</p> <p>In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.</p>

Exemplary			
Explanation	Definition	Attributes	Examples
<p>Teacher’s reflection is ongoing and immediate.</p> <ul style="list-style-type: none"> • The teacher demonstrates immediate understanding of effectiveness of instructional practices. • Teacher modifies and adapts as necessary. 		<p>In addition to the requirements to be highly effective the teacher leader:</p> <p>Collaborates with colleagues to reflect on and apply the necessary modifications for instructional practices which addresses the academic and linguistic needs of all students</p> <p>Engages in opportunities to support and mentor colleagues by sharing knowledge, information and strategies for effective instructional practices</p> <p>Explain to students, parents and colleagues how and why assessment data is used to inform direct instruction practices</p>	

Domain 4 Professionalism**Element D** Demonstrating Professionalism—

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

Definition of Element:

Expert teachers demonstrate professionalism in service to students and to the profession. Teaching at the highest levels of performance, in this component, is student-focused, putting students first, regardless of how this stance might challenge long-held assumptions, past practice, or simply allow the teacher a more convenient procedure. Accomplished teachers have a high moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner noticeable for honesty and integrity. Furthermore, they know their students’ needs and can readily access resources for use in stepping-in to provide help extending beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem-solving and decision-making with students’ needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

The elements of this component are: Integrity and ethical conduct, service to students, advocacy, decision making, and compliance with school and district regulations.

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Key Descriptive Activities at the Domain Level (General Look Fors)

This domain and element are characterized by teacher information system reports (attendance and late arrival), teacher consistently supports campus expectations (addressing student tardiness, discipline policies, duty stations, etc.).

Ineffective

Explanation	Definition	Attributes	Examples
<p>The teacher displays a lack of professionalism.</p> <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. 	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to student needs and contributes to school practices that result in some students being poorly served by the school. The teacher makes decisions based on self-serving interests. The teacher does not comply with school and district regulations.</p>	<p>The teacher is dishonest.</p> <p>The teacher does not notice the needs of students.</p> <p>The teacher engages in practices that are self-serving.</p> <p>The teacher willfully rejects district regulations.</p> <p>The teacher:</p> <p>Displays a lack of professionalism based on self-serving interests</p> <p>Instigates or contributes to practices that are negative and/or harmful to students or colleagues</p> <p>Rarely or fails to comply with district/school regulations and timelines</p> <p>Contribute to school practices that do not support all students and the goals and mission of the learning community</p>	<p>The teacher makes some errors when marking the most recent common assessment but does not tell colleagues.</p> <p>The teacher does not realize that three of the neediest students arrive at school an hour early every morning because their mothers can't afford day care.</p> <p>The teacher fails to notice that one of his students is often ill, looks malnourished, and frequently has bruises on the arms and legs.</p> <p>When one of a teacher's colleagues goes home suddenly, because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibility.</p> <p>The teacher does not file his students writing samples in their district cumulative records; it is time-consuming and the teacher wants to leave early for summer break.</p>

Minimally Effective			
Explanation	Definition	Attributes	Examples
<p>The teacher displays minimal professionalism</p> <ul style="list-style-type: none"> Teacher complies inconsistently with regulations, doing just enough to “get by.” 	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher’s attempts to serve students are inconsistent, and unknowingly contribute to some students being poorly served by the school. The teacher’s decisions and recommendations are based on limited, though genuinely professional, considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>The teacher is honest.</p> <p>The teacher notices the needs of students but is inconsistent in addressing them.</p> <p>The teacher does not notice that some school practices result in poor conditions for students.</p> <p>The teacher makes decisions professionally but on a limited basis.</p> <p>The teacher complies with district regulations.</p> <p>The teacher:</p> <p>Displays minimal professionalism by making decisions and recommendations based on the needs of some students</p> <p>Condoned or supports practices that are negative and/or harmful to students or colleagues</p> <p>Minimally complies with district/school regulations and timelines</p> <p>Occasionally contributes to school practices that do not support all students and the goals and mission of the learning community</p>	<p>The teacher says, “I have always known my grade partner to be truthful. If she called in sick today, then I believe her.”</p> <p>The teacher considers staying late to help some of her students in after school day care, but then realizes it would conflict with her health club class and so decides against it.</p> <p>The teacher notices a student struggling in class and sends a quick email to the counselor. When the teacher does not get a response, the teacher assumes the problem has been taken care of.</p> <p>When the teacher’s grade partner goes out on maternity leave, the teacher says “Hello” and “Welcome” to the substitute but does not offer any further assistance.</p> <p>The teacher keeps his district-required grade book up to date but enters exactly the minimum number of assignments specified by the department chair.</p>

Effective			
Explanation	Definition	Attributes	Examples
<p>The teacher displays a high level of professionalism in dealings with both students and colleagues</p> <ul style="list-style-type: none"> • Teacher complies fully and voluntarily with regulations. • Teacher promotes safe environment for students when monitoring students and activities. 	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or department decision-making. The teacher complies fully with school and district regulations.</p>	<p>The teacher is honest and known for having high standards and integrity.</p> <p>The teacher actively addresses student needs.</p> <p>The teacher actively works to provide opportunities for student success.</p> <p>The teacher willingly participates in team and departmental decision-making.</p> <p>The teacher complies completely with district regulations.</p> <p>The teacher:</p> <p>Displays a high level of professionalism by making decisions and recommendations based on the needs of all students</p> <p>Promotes a positive working/learning environment for students, colleagues and community members</p> <p>Demonstrates knowledge of applicable laws, policies, regulations and procedures related to all students</p> <p>Consistently follows district/school regulations and timelines and maintains accurate documentation</p> <p>Promotes a safe environment when monitoring students and activities</p> <p>Works to achieve equitable learning and achievement outcomes for all students</p> <p>Contribute to school practices which support all students and the goals and mission of the learning community</p>	<p>The teacher is trusted by grade partners; they share information with the teacher and feel confident it will not be repeated inappropriately.</p> <p>Despite a lack of knowledge about dance, the teacher forms a dance club at the high school to meet the high interest level of students who cannot afford private lessons.</p> <p>The teacher notices some speech delays in a few of the young students; the teacher calls in the speech therapist to do a few informal assessments and to provide feedback on further steps.</p> <p>The English department chair says, “I appreciate when “X” attends our after-school meetings; this person always contributes something meaningful to the discussion.”</p> <p>The teacher learns the district’s new online curriculum mapping system and writes in all of her courses.</p>

Highly Effective			
Explanation	Definition	Attributes	Examples
<p>The teacher is proactive and assumes a leadership role in ensuring the highest-level of professional practices by all colleagues.</p> <ul style="list-style-type: none"> • Teacher helps ensure that school practices honor all stakeholders. • Teacher helps colleagues comply with rules and regulations. 	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality, and takes a leadership role with colleagues. The teacher is highly proactive in serving students and seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>	<p>In addition to the requirements to be effective, the teacher:</p> <p>The teacher is considered a leader in terms of honesty, integrity, and confidentiality.</p> <p>The teacher is highly proactive in serving students. The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</p> <p>The teacher takes a leadership role in team and departmental decision-making.</p> <p>The teacher takes a leadership role regarding district regulations.</p> <p>Assumes a leadership role in ensuring the highest-level of professional practices by all members of the learning community</p> <p>Works with colleagues to create activities promoting a positive school environment</p> <p>Assists in designing school practices which honor all students and the goals and mission of the learning community</p> <p>Models advocacy for all students and instructs all students in self-advocacy skills making particular effort to challenge negative attitudes and to ensure that all students are valued</p>	<p>When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher – one whom, she knows can be relied upon for expert advice and complete discretion.</p> <p>After the school’s intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with the students, who have come to love the after school sessions.</p> <p>The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging remarks about some disadvantaged students.</p> <p>The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss.</p> <p>The district adopts a new web-based grading program; the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation.</p>

Exemplary			
Explanation	Definition	Attributes	Examples
<p>The teacher proactively and positively 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.</p>		<p>In addition to the requirements to be highly effective the teacher leader:</p> <p>Proactively seeks to improve the culture of the school by consistently raising expectations and engagement for adults and students</p> <p>Demonstrates and shares extensive current knowledge of applicable laws, policies, regulations and procedures</p> <p>Creates systems to promote a culture of professionalism that supports the school community</p> <p>Engages in opportunities to support and mentor colleagues by sharing knowledge, information and strategies to demonstrate professionalism in the school community</p>	

Domain 4: Professionalism

Element E: Growing and developing professionally—

To what level does the teacher seek out, implement, and share professional learning?
How well does the teacher utilize feedback?

Definition of Element:

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continually staying informed, and increasing their skills, allows teachers to become ever-more effective and allows them to exercise leadership among their colleagues. The academic disciplines evolve and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology is essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study, provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, the professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues' successfulness and to the profession.

The elements of this component are: Enhancement of content knowledge and pedagogical skill, receptivity to feedback from colleagues, and service to the profession.

Any reference to “all students” includes culturally and linguistically diverse students, English Learners, and Students with Disabilities.

Any reference to NM Adopted Standards includes the 2012 amplification of WIDA ELD standards when serving ELL students and IEP goals when serving Students with Disabilities.

Key Descriptive Activities at the Domain Level (General Look Fors)

This domain and element are characterized by teachers' fulfilling their self developed individual professional development plan; professional development participation reports/rosters; review of PLC , grade level, or departmental meeting minutes/notes; review of professional development requests and reports generated from an online professional development provider.

Ineffective

Explanation	Definition	Attributes	Examples
<p>The teacher does not participate in professional development activities.</p> <ul style="list-style-type: none"> • Teacher makes no effort to share knowledge with colleagues. • Teacher is resistant to feedback from supervisors or colleagues. 	<p>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>The teacher is not involved in any activity that might enhance knowledge or skill.</p> <p>The teacher purposefully resists discussing performance with supervisors or colleagues.</p> <p>The teacher ignores invitations to join professional organizations or attend conferences.</p> <p>The teacher: Rarely or does not participate in professional development activities</p>	<p>The teacher never takes continuing education courses even though the credits would increase the teacher's salary.</p> <p>The teacher endures the principal's annual observations in the classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form.</p> <p>Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many</p>

		<p>Makes no effort to share knowledge with colleagues</p> <p>Demonstrates resistance to feedback from supervisors and/or colleagues</p>	demands on member's time.
Minimally Effective			
Explanation	Definition	Attributes	Examples
<p>The teacher participates in professional development activities that are convenient or are required.</p> <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. 	<p>The teacher participates, to a limited extent, in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>The teacher participates in professional activities when they are required by the district.</p> <p>The teacher reluctantly accepts feedback from supervisors and colleagues.</p> <p>The teacher contributes, in a limited fashion, to professional organizations.</p> <p>The teacher:</p> <p>Participates minimally in professional development activities that are convenient and/or are required</p> <p>Makes limited attempts to share knowledge with colleagues</p> <p>Accepts feedback from supervisors and colleagues with some reluctance and/or resistance</p>	<p>The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received.</p> <p>The teacher listens to the principal's feedback after a lesson but isn't sure that the recommendations really apply to the situation.</p> <p>The teacher joins a local chapter of the American Library Association because the teacher might benefit from free books – but otherwise doesn't feel it's worth the time.</p>

Effective			
Explanation	Definition	Attributes	Examples
<p>The teacher accepts opportunities for professional development after an individual assessment of need.</p> <ul style="list-style-type: none"> • Teacher implements professional development strategies. • Teacher welcomes and implements feedback from supervisors and colleagues. 	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development • The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. • The teacher actively participates in organizations designed to contribute to the profession. <p>The teacher:</p> <p>Accepts opportunities for professional growth based on identified areas in need of improvement</p> <p>Implements evidence-based strategies learned in professional development sessions</p> <p>Actively reads and applies current research in areas of greatest impact for all students</p> <p>Accepts and implements feedback from supervisors and colleagues regarding evidence-based instruction</p>	<p>The teacher eagerly attends the district’s optional summer workshops, knowing they provide a wealth of instructional strategies the teacher will be able to use during the school year.</p> <p>The teacher enjoys the principal’s weekly Walk-Through visits because they always lead to a valuable informal discussion during lunch the next day.</p> <p>The teacher joins a science education partnership and finds that it provides the teacher access to resources for the classroom that truly benefit the students.</p>

Highly Effective			
Explanation	Definition	Attributes	Examples
<p>The teacher actively pursues professional development opportunities.</p> <ul style="list-style-type: none"> • Teacher initiates activities to share expertise with others. • Teacher seeks out feedback from supervisors and colleagues. 	<p>The teacher seeks out opportunities for professional development and makes systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>	<p>In addition to the requirements to be effective the teacher:</p> <p>The teacher seeks regular opportunities for continued professional development, including initiating action research.</p> <p>The teacher actively seeks feedback from supervisors and colleagues.</p> <p>The teacher takes an active leadership role in professional organizations in order to contribute to the profession.</p> <p>Actively pursues professional development opportunities</p> <p>Initiates activities to share expertise with others including evidence-based instruction</p> <p>Seeks out feedback and best practices from supervisors and colleagues/specialists in areas such as Indian Education, English Learners, Special Education and Bilingual Education as applicable in order to make instruction accessible and understandable for all students</p> <p>Expands on feedback from supervisors/colleagues and uses it to directly improve instruction</p>	<p>The teacher's principal rarely spends time observing the teacher in the classroom. Therefore she has initiated an action research project in order to improve instruction.</p> <p>The teacher is working on a particular instructional strategy and asks his colleagues to observe in the classroom, in order to provide objective feedback on his progress.</p> <p>The teacher has founded a local organization devoted to literacy education; the teacher's leadership has inspired teachers in the community to work on several curriculum and instructional projects.</p>

Exemplary			
Explanation	Definition	Attributes	Examples
<p>The teacher is an established leader in the school.</p> <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. 		<p>In addition to the requirements to be highly effective the teacher leader:</p> <p>Designs and leads professional development for the school community</p> <p>Provides feedback to colleagues and supervisors in a positive constructive manner</p> <p>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</p>	

Domain 4 Professionalism**Element F** Maintaining accurate records—

How efficient and accurate are the teacher’s record-keeping systems?

Definition of Element:

An essential responsibility of professional educators is keeping current records of both instructional and non-instructional events. These include student completion of assignments, student progress in learning, and non-instructional activities that are part of the day-to-day functions in a school setting. Such activities can include the return of signed parent permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the types of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and data bases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

The elements of this component are: Student completion of assignments, student progress in learning, and non-instructional records.

Any reference to “all students” includes culturally and linguistically diverse students, English Learners, and Students with Disabilities.

Any reference to NM Adopted Standards includes the 2012 amplification of WIDA ELD standards when serving ELL students and IEP goals when serving Students with Disabilities.

Key Descriptive Activities at the Domain Level (General Look Fors)

This domain and element are characterized by the following artifacts: grade book, attendance data, lesson plans and other curriculum materials, discipline records, parents contact log, analysis of student achievement results, and team meeting notes, agendas and reports.

Ineffective

Explanation	Definition	Attributes	Examples
<p>The teacher’s systems for maintaining both instructional and non-instructional records are either non-existent or in disarray.</p> <ul style="list-style-type: none"> Information from records contains errors and causes confusion. 	<p>The teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher’s records for non-instructional activities are in disarray, the result being errors and confusion.</p>	<p>There is no system for either instructional or non-instructional records.</p> <p>Record-keeping systems are in disarray and provide incorrect or confusing information.</p> <p>The teacher:</p> <p>Does not have a record-keeping system in place for instructional and non-instructional records</p> <p>Has a system in place but it is in disarray and therefore non-functional</p>	<p>A student says, “I’m sure I turned in that assignment, but the teacher lost it.”</p> <p>The teacher says, “I misplaced the writing samples for my class, but it doesn’t matter – I know what the students would have earned.”</p> <p>On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.</p>

		Maintains records containing inaccurate information	
Minimally Effective			
Explanation	Definition	Attributes	Examples
<p>The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and partially successful.</p> <ul style="list-style-type: none"> Information from records is mostly accurate and not up to date. 	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the principal, prone to errors.</p>	<p>The teacher has a process for recording student work completion. However, it may be out-of-date or may not permit students to access the information.</p> <p>The teacher's process for tracking student progress is cumbersome to use.</p> <p>The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.</p> <p>The teacher:</p> <p>Has a rudimentary and partially complete record-keeping system for instructional and non-instructional records</p> <p>Maintains records that are mostly accurate but not up-to-date</p>	<p>A student says, "I wasn't in school today, and my teacher's website is out-of-date so I don't know what the assignments are."</p> <p>The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have the time."</p> <p>On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.</p>

Effective			
Explanation	Definition	Attributes	Examples
<p>The teacher's systems for maintaining both instructional and non-instructional records are efficient and successful.</p> <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. 	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p>	<p>The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.</p> <p>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they are progressing.</p> <p>The teacher's process for recording non-instructional information is both efficient and effective.</p> <p>The teacher:</p> <p>Maintains an efficient system for both instructional and non-instructional records including reports and/or status of current IEP objectives, as applicable</p> <p>Ensures information from records in accurate and up-to-date including academic and language proficiency-level data when supporting culturally and linguistically diverse students</p> <p>Develops and monitors IEP objectives which correspond with present levels of student performance as applicable and allows for continuous student progress</p> <p>Ensures that the grading assessment practices and record keeping systems are effective in serving academic and language learning goals</p> <p>Keeps current with annual</p>	<p>On the class website, the teacher creates a link that students can access to check on any missing assignments.</p> <p>The teacher's grade book records student progress toward learning goals.</p> <p>The teacher creates a spreadsheet for tracking which students have paid for their school pictures.</p>

		IEP's, Re-Evals, language proficiency levels and progress toward goals when supporting Students With Disabilities and/or English Learner students	
Highly Effective			
Explanation	Definition	Attributes	Examples
<p>The students contribute to the maintenance of the efficient and successful systems for both instructional and non-instructional records.</p> <ul style="list-style-type: none"> Information from records is accurate, up-to-date, and used constructively by students and teacher. 	<p>The teacher's system for maintaining information on student completion of assignments, students' progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.</p>	<p>In addition to the requirements to be effective the teacher:</p> <p>Students contribute to and maintain records indicating completed and outstanding work assignments.</p> <p>Students contribute to and maintain data files indicating their own progress in learning.</p> <p>Students contribute to maintaining non-instructional records for the class.</p> <p>Supports students to efficiently maintain personal instructional and non-instructional records</p> <p>Maintains accurate and up-to-date records that are used constructively by students and teachers</p> <p>Supports the ability of students to contribute information and interpret their own instructional records</p> <p>Shares language development and IEP objectives and goals clearly with all stakeholders as applicable</p> <p>Provides and shares accurate documentation to support student progress towards goals with stakeholders</p>	<p>A student from each team maintains a database of current and missing assignments for the team.</p> <p>When asked about progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals.</p> <p>When they bring in their permission slips for a field trip, students add their own information to the database.</p>

Exemplary			
Explanation	Definition	Attributes	Examples
The teacher's system is recognized by the school community as efficient and used as a model for other teachers.		<p>In addition to the requirements to be highly effective the teacher leader:</p> <p>Establishes systems for record-keeping which are recognized by the school community efficient and are used as a model for teachers</p> <p>Engages in opportunities to support and mentor colleagues by sharing knowledge, information and strategies for establishing an efficient system of maintain accurate instructional and non-instructional records</p>	