

DOMAIN 4: PROFESSIONALISM

Element	<p>NM Element 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 appropriate, both linguistically and culturally? <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 learners (ELs) and Individualized Education Program (IEP) goals when serving SWD.</i></p>	
Level of Performance	Not Demonstrating	<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; • displays insensitivity to cultural norms.
	Developing	<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; • does not clearly or consistently communicate progress towards goals for all students; • minimally responds to family concerns; • displays inconsistent sensitivity to cultural norms.
	Applying	<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 ELS Parent Report and IEP goals, as applicable, and effectively responds to home-to-school communications; • communicates with families in an affirming manner that is culturally and linguistically sensitive; • is responsive and available, as needed, to respond to family concerns; • 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.
	Innovating	<p>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 ELS 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; • responds professionally to family concerns with linguistic and cultural sensitivity.
Evidence:		

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Element		<p>NM Element 4B: Participating in a Professional Learning Community</p> <ul style="list-style-type: none"> • How willing and committed is the teacher to participate in a professional learning 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 ELs and IEP goals, when serving SWD.</i></p>
Level of Performance	Not Demonstrating	<p>The teacher</p> <ul style="list-style-type: none"> • avoids participation in a professional learning community; • does not participate in required school/district activities; • demonstrates relationships with colleagues which are negative and/or unprofessional.
	Developing	<p>The teacher</p> <ul style="list-style-type: none"> • participates minimally in a professional learning community; • inconsistently attends required school/district activities; • maintains relationships with colleagues that are cordial, but these relationships do not lead to productive work that benefits students; • interacts minimally with appropriate personnel about instructional, environmental, and behavioral modifications for SWD and/or about instructional strategies for culturally and linguistically diverse students.
	Applying	<p>The teacher</p> <ul style="list-style-type: none"> • participates actively in a professional learning community; • participates in school and district required activities; • maintains positive and productive relationships with colleagues that benefits students; • 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; • participates in interactions with colleagues that are characterized by a willingness to listen and consider multiple points of view.
	Innovating	<p>The teacher</p> <ul style="list-style-type: none"> • makes a substantial contribution to the professional learning community; • actively and consistently participates in school/district activities; • shares knowledge of, and proactively seeks, opportunities to learn more about techniques and strategies to work with <u>all</u> students, which may include cultural perspectives; • proactively seeks opportunities to learn about techniques and strategies for sheltering academic language and research-based strategies that address student learning; • works with other teachers to monitor IEP objectives addressed in the regular classroom.
Evidence:		

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Element	<p>NM Element 4C: Reflecting on Teaching How detailed, accurate, and thoughtful is the teacher’s reflection on her/his instructional practices? <i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i> <i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELS students and IEP goals, when serving SWD.</i></p>	
Level of Performance	Not Demonstrating	<p>The teacher</p> <ul style="list-style-type: none"> • rarely or never accurately assesses the effectiveness of their instructional practices; • lacks an awareness of how instructional practices can be improved; • rarely or never uses data to reflect on their instructional practices.
	Developing	<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; • occasionally uses data to inform and modify instructional practices.
	Applying	<p>The teacher</p> <ul style="list-style-type: none"> • provides an accurate and objective description of instructional practices with specific evidence; • uses progress monitoring to reflect on the effectiveness of instructional practices; • provides specific suggestions as to how instructional practices might be improved, based on students’ progress and use of assessment data.
	Innovating	<p>The teacher</p> <ul style="list-style-type: none"> • consistently reflects on instructional practices thoughtfully and accurately with specific evidence; • consistently uses progress monitoring to reflect on the effectiveness of instructional practices; • draws from an extensive repertoire of instructional practices in support of all students; • suggests alternative instructional practices and predicts the likely success of each; • uses assessment data as a primary driver to inform the quality and effectiveness of instructional practices.
	Evidence:	

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Element	<p>NM ELEMENT 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 ELS and IEP goals, when serving SWD.</i></p>
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Level of Performance	Not Demonstrating	<p>The teacher</p> <ul style="list-style-type: none"> • does not meet deadlines; • instigates or contributes to practices that are negative and/or harmful to students, colleagues or school climate; • rarely complies, or fails to comply, with district/school regulations and timelines; • does not show up for or is late to assigned duties or regularly scheduled meetings.
	Developing	<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; • on occasion condones or supports practices that are negative and/or harmful to students, colleagues or school climate; • minimally complies with district/school regulations and timelines; • inconsistently follows district/school regulations, timelines, and fails to maintain accurate documentation.
	Applying	<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.
	Innovating	<p>The teacher</p> <ul style="list-style-type: none"> • seeks leadership opportunities to ensure the highest level of professional practice 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; • 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.

Evidence:

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Element	<p>NM ELEMENT 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 ELS and IEP goals, when serving SWD.</i></p>	
Level of Performance	Not Demonstrating	<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; • demonstrates resistance to feedback from supervisors and/or colleagues.
	Developing	<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; • attempts to integrate feedback from supervisors and colleagues.
	Applying	<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; • implements feedback from supervisors and colleagues regarding evidence-based instruction.
	Innovating	<p>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, in order to make instruction accessible and understandable for all students; • expands on feedback from supervisors/colleagues and uses it to directly improve instruction.
Evidence:		

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Element	<p>NM ELEMENT 4F: Maintaining Accurate Records</p> <p>How efficient and accurate are the teacher’s record-keeping systems?</p> <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 ELs and IEP goals, when serving SWD.</i></p>	
Level of Performance	Not Demonstrating	<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; • has a system in place, but it is in disarray and therefore, non-functional; • does not maintain up-to-date and accurate records.
	Developing	<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; • maintains records that are mostly accurate, but not in a timely manner.
	Applying	<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; • stays current with annual IEPs, re-evaluations, language proficiency levels, and progress towards goals, when supporting SWD and/or ELs.
	Innovating	<p>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; • provides and shares accurate documentation to support student progress towards goals with stakeholders.
	Evidence:	