

NM TEACH Observation Rubric

Domains	Strands	Elements	Level of Performance				
			Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary
Domain 1: Planning and Preparation	Knowledge of Content and Pedagogy	1A: Demonstrating knowledge of content					
		1B: Designing Coherent Instruction					
		1C: Setting Instructional Outcomes					
		1D: Demonstrating knowledge of resources					
	Knowledge of Students	1E: Demonstrating knowledge of students					
		1F: Designing student assessment					
Domain 2: Creating an Environment for Learning	Creating an Environment of Respect & Rapport	2A: Creating an environment of respect and rapport					
		2B: Organizing Physical Space					
	Establishing a Culture of Learning	2C: Establishing a culture for learning					
	Managing Classroom Procedures	2D: Managing Classroom Procedures					
	Managing Student Behavior	2E: Managing Student Behavior					
Domain 3: Teaching for Learning	Communicates Clearly and Accurately	3A: Communicating with Students					
	Uses Questioning and Discussion Techniques	3B: Using questioning and discussion techniques					
	Engaging Student Learning	3C: Engaging students in learning					
		3D: Assessment in Instruction					
		3E: Demonstrating flexibility and responsiveness					
Domain 4: Professionalism	Provides Feedback to Parents	4A: Communicating with Families					
	Professional Collaboration	4B: Participating in a Professional Community					
	Professional Growth	4C: Reflecting on Teaching					
		4D: Demonstrating Professionalism					
		4E: Growing and Developing Professionally					
		4F: Maintaining Accurate Records					

Domain 1: Preparation and Planning

Element:	NMTEACH 1A: Demonstrating knowledge of content <ul style="list-style-type: none"> To what level is content communicated in the lesson plan and resulting lesson? 	
Level of Performance	Ineffective	Teacher's plans display little knowledge of the content and no alignment to NM adopted standards.
	Minimally Effective	Teacher's plans reflect some knowledge of the content and partial alignment to NM adopted standards.
	Effective	Teacher's plans reflect solid knowledge of the content and are clearly aligned to NM adopted standards. Teacher demonstrates familiarity with resources to enhance own knowledge in each core area.
	Highly Effective	Teacher's plans reflect extensive knowledge of the content in core areas. Teacher's instructional plans incorporate research and resources related to the NM adopted standards.
	Exemplary	Teacher's plans reflect extensive knowledge of content. Teacher incorporates current research resources to support NM adopted standards. Teacher contributes to the refinement and development of the approved NM adopted standards-aligned curriculum.
	Notes:	

Domain 1: Preparation and Planning

Element:	NMTEACH 1B: Designing coherent instruction <ul style="list-style-type: none"> To what level are activities meaningfully sequenced to support learning? To what level are a variety of learning strategies used within the instructional plan? 	
Level of Performance	Ineffective	The sequence of learning experiences is poorly aligned with NM adopted standards.
	Minimally Effective	The sequence of learning experiences demonstrates partial alignment with NM adopted standards.
	Effective	The lesson is designed to implement instructional targets aligned to NM adopted standards as follows: <ul style="list-style-type: none"> Creating explicit connections between previous learning and new concepts and skills; contains substantive learning tasks; structure learning tasks progressively to develop students' cognitive abilities and skills. The sequence of learning experiences is aligned to NM adopted standards, instructional learning targets and is differentiated by scaffolding content and academic language for diverse learners
	Highly Effective	Teacher designs pedagogical practices, including student grouping, differentiated instruction based on student level, and prepared questions to reinforce and extend student learning to include real world, application-based experiences.
	Exemplary	The teacher shows evidence of designing coherent instruction in a collaborative manner by intentionally demonstrating awareness and processes for engaging all students.
	Notes:	

Domain 1: Preparation and Planning

Element:		NMTEACH 1C: Setting instructional outcomes <ul style="list-style-type: none"> • How are daily learning goals communicated to students? • To what level do learning goals directly align to content standards?
Level of Performance	Ineffective	Instructional targets are not aligned to NM adopted standards.
	Minimally Effective	Instructional targets are moderately aligned to NM adopted standards, but not explicitly stated to students.
	Effective	Instructional targets are aligned to NM adopted standards and stated as measurable and observable goals for student learning. Instructional processes and activities address students' varying abilities, and are aligned to instructional targets.
	Highly Effective	Instructional targets are aligned to NM adopted content, and are translated into student accessible learning objectives. The instructional process and learning activities are rigorous and aligned to NM adopted standards and instructional outcomes, and include plans for modifications to ensure students are able to complete the targeted objective.
	Exemplary	The teacher has a deep understanding of grade-level NM adopted standards and appropriate pedagogy to ensure all students are making progress toward deep understanding and proficiency in NM adopted standards and learning targets.
	Notes:	

Domain 1: Preparation and Planning

Element:		NMTEACH 1D: Demonstrating knowledge of resources <ul style="list-style-type: none"> • How does the teacher utilize skills and content learned from professional development opportunities? • What resources have been provided to students to support learning?
Level of Performance	Ineffective	Teacher demonstrates little or no familiarity with resources to enhance own content knowledge, to use in teaching, or for students who demonstrate need.
	Minimally Effective	Teacher demonstrates some familiarity with resources to enhance own content knowledge, to use in teaching, or for students who demonstrate need.
	Effective	Teacher fully utilizes existing resources, including support materials, textbooks, supplementary materials, to enhance content knowledge, to use in teaching, or for students who demonstrate need.
	Highly Effective	Teacher seeks out and uses resources beyond school/district, in professional organizations, internet, and community to enhance content knowledge, to use in teaching, or for students who demonstrate need.
	Exemplary	The teacher actively engages colleagues and provides resources to them in areas that are pertinent to their needs. The teacher also collects and shares content specific research studies and practices, and shares outside resources. Teacher provides and trains staff for school-wide initiatives.
	Notes:	

Domain 1: Preparation and Planning

Element:		NMTEACH 1E: Demonstrating knowledge of students <ul style="list-style-type: none"> • To what level have student learning styles been addressed in the lesson? • How has student achievement data been used to design activities to support content acquisition?
Level of Performance	Ineffective	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs.
	Minimally Effective	Teacher demonstrates some knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs.
	Effective	Teacher demonstrates solid knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs.
	Highly Effective	Teacher demonstrates extensive knowledge of students' backgrounds, cultures, skills, academic language development, interests, and special needs, and incorporates culturally-sensitive strategies into instructional planning and practice.
	Exemplary	The teacher provides novice and struggling teachers with understanding, resources, and mentorship for addressing the unique needs of individual students. The teacher provides ongoing support to administration in demonstrating linguistically-and culturally-appropriate instructional programs for the school site.
	Notes:	

Domain 1: Preparation and Planning

Element:		NMTEACH 1F: Designing student assessment <ul style="list-style-type: none"> • To what level has the teacher incorporated formative assessment techniques throughout the lesson? • How are students assessed to determine understanding of the learning target at the end of the lesson?
Level of Performance	Ineffective	Teacher's plan for assessing student learning contains no clear criteria or NM adopted standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students.
	Minimally Effective	Teacher's plan for assessing student learning is partially aligned with the instructional outcomes, and is appropriate to some students.
	Effective	Teacher's plan for assessing student learning is aligned with the instructional outcomes, success criteria and the assessment tools. Teacher uses clear criteria to produce evidence which enables the teacher to make instructional adjustments and provide feedback to move student learning forward. Formative assessments are explicitly planned for each incremental learning step to ensure student learning outcomes.
	Highly Effective	There is full alignment between the instructional outcomes, the success criteria, and the assessment tools. Teacher uses clear criteria that show where each student is in his/her learning.
	Exemplary	The teacher helps implement school-wide training and implementation for understanding and using assessment data. Students are assessed in multiple ways, using a variety of approaches to show what they know and where they are in their learning.
	Notes:	

Domain 2: Creating an Environment for Learning

Element:		NMTEACH 2A: Creating an environment of respect and rapport <ul style="list-style-type: none"> • To what level are interactions in the classroom positive and productive? • To what level are all student groups respected and valued in the classroom?
Level of Performance	Ineffective	Classroom interaction both between the teacher and students, and among students, are inappropriate or insensitive to students’ cultural backgrounds, and may include the following: <ul style="list-style-type: none"> • Sarcasm. • Put-downs. • Conflict.
	Minimally Effective	Classroom interactions, both between the teacher and students, and among students, are generally positive, but may include these: <ul style="list-style-type: none"> • Some conflict. • Occasional displays of insensitivity. • Occasional lack of responsiveness to cultural or developmental differences among students.
	Effective	Classroom interactions, between teacher and students, and among students, are as follows: <ul style="list-style-type: none"> • Are polite and respectful. • Demonstrate knowledge of cultural and developmental differences among groups of students. • Disagreements are handled respectfully.
	Highly Effective	Classroom interactions among the teacher and individual students are as follows: <ul style="list-style-type: none"> • Are highly respectful. • Reflect warmth and caring. • Practice reflects sensitivity to students’ cultures and levels of development. • Respectful discourse.
	Exemplary	In addition to all the requirements to be highly effective, the teacher as a leader demonstrates the following: <ul style="list-style-type: none"> • Helps create a school-wide environment of respect for the campus, the stakeholders, and the rules. • Works with colleagues on developing support for students in need. • Helps to create school-wide interventions, and support programs.
	Notes:	

Domain 2: Creating an Environment for Learning

Element:		NMTEACH 2B: Organizing physical space <ul style="list-style-type: none"> • To what level do all students have equal access to learning resources and materials? • To what level does the classroom environment support the day’s lesson?
Level of Performance	Ineffective	The physical environment is as follows: <ul style="list-style-type: none"> • Unsafe. • Students do not have access to learning. • Poor alignment between the environment and the lesson activities.
	Minimally Effective	The classroom is safe as follows: <ul style="list-style-type: none"> • Essential learning is accessible to most students. • The teacher’s use of physical resources, including technology, is moderately effective. • Teacher is partially effective in modifying the environment to suit learning activities.
	Effective	The classroom is safe as follows: <ul style="list-style-type: none"> • Learning is accessible to all students. • Teacher ensures that the physical arrangement is appropriate to the learning activities. • There is posted evidence of student learning. • Teacher makes effective use of available physical resources, including technology.
	Highly Effective	The classroom is safe as follows: <ul style="list-style-type: none"> • Students contribute to the use or adaptation of the physical environment to advance learning. • Technology is used skillfully, by teachers as appropriate to the lesson.
	Exemplary	In addition to all the requirements to be highly effective, the teacher as a leader does the following: <ul style="list-style-type: none"> • Teacher uses the classroom to model or demonstrate for other teachers. • Helps colleagues arrange their environment so learning is accessible to all. • Technology is used skillfully, by teachers and students as appropriate to the lesson.
	Notes:	

Domain 2: Creating an Environment for Learning

Element:		NMTEACH 2C: Establishing a culture for learning <ul style="list-style-type: none"> • To what level do students exhibit a learning energy during the lesson that supports engagement? • To what level are students encouraged to communicate with others to address learning goals?
Level of Performance	Ineffective	The classroom environment conveys a negative culture for learning as follows <ul style="list-style-type: none"> • Low teacher commitment to the subject. • Low expectations for student achievement. • Little or no student effort.
	Minimally Effective	Attempts to create a culture for learning and is partially successful as follows: <ul style="list-style-type: none"> • Some teacher commitment to the subject. • Modest expectations for student achievement. • Some student effort. • Teacher and students appear to be “going through the motions.”
	Effective	The classroom culture is characterized by high expectations for all students. <ul style="list-style-type: none"> • The teacher establishes norms and participant structures in which students can learn with and from each other, i.e. student grouping, student presentations, and peer editing. • Teacher conveys content relevance. • Demonstrated commitment to the subject by both teacher and students. • Students demonstrate pride in their efforts.
	Highly Effective	Culture for learning in which everyone shares a belief in the importance of the subject as follows: <ul style="list-style-type: none"> • High levels of student excitement and teacher passion for the subject. • Students hold themselves to high standards of performance Students initiate improvements to their efforts.
	Exemplary	In addition to all the requirements to be highly effective, the teacher as a leader does the following: <ul style="list-style-type: none"> • Promotes and organizes school-wide learning program(s) and learning culture among all stakeholders.
	Notes:	

Domain 2: Creating an Environment for Learning

Element:		NMTEACH 2D: Managing classroom procedures <ul style="list-style-type: none"> • To what level is the classroom culture and routine maximizing instructional time? • To what level does the teacher use developmentally appropriate procedures to maximize instructional time.
Level of Performance	Ineffective	Instructional time is lost. <ul style="list-style-type: none"> • Inefficient classroom routines. • Inefficient procedures for transition. • Inefficient use of supplies.
	Minimally Effective	Some instructional time is lost. Partially-effective classroom routines and procedures Partially-effective routines for transition Partially-effective use of supplies
	Effective	Little instructional time is lost. <ul style="list-style-type: none"> • Effective classroom routines and procedures. • Teacher leads effective routines for transition. • Effective use of supplies.
	Highly Effective	Students contribute to the seamless operation of the classroom. <ul style="list-style-type: none"> • Routines and procedures are evident. • Effective transitions and use of supplies. • Students lead effective routines for transition.
	Exemplary	In addition to all the requirements to be highly effective, the teacher as a leader helps to create a culture of student ownership of school-wide operations.
	Notes:	

Domain 2: Creating an Environment for Learning

Element:		NMTEACH 2E: Managing student behavior <ul style="list-style-type: none"> • To what level are student behavior expectations consistently monitored and reinforced?
Level of Performance	Ineffective	No evidence that standards of conduct have been established. <ul style="list-style-type: none"> • Little or no teacher monitoring of student behavior. • Response to student misbehavior is repressive or disrespectful of student dignity.
	Minimally Effective	Teacher has made an effort to establish standards of conduct for students <ul style="list-style-type: none"> • Effort made with inconsistent results to monitor students' behavior. • Response to student misbehavior is inconsistent.
	Effective	Standards of conduct are designed to create an atmosphere conducive to learning, with a focus on self-discipline, respecting the rights of others, and cooperating with one another. <ul style="list-style-type: none"> • Standards are clear to students. • Teacher holds students responsible for maintaining behavioral standards. • Teacher response to student misbehavior is appropriate and respects the students' dignity. • Teacher response is consistent.
	Highly Effective	In addition to standards being clear to students are these elements: <ul style="list-style-type: none"> • Evidence of student participation in setting conduct standards. • Teacher's monitoring of student behavior is highly effective. • Teacher's response to student misbehavior is sensitive to individual needs. • Students take an active role in monitoring the standards of behavior.
	Exemplary	In addition to all the requirements to be highly effective, the teacher as a leader demonstrates the following: <ul style="list-style-type: none"> • Actively engages in the monitoring of student behavior school-wide. • Serves as a model of positive behavior for stakeholders. • Teacher promotes system(s) of school-wide positive behavioral support that encourages stakeholders to promote and monitor a safe and healthy environment.
	Notes:	

Domain 3: Teaching for Learning

Element:		NMTEACH 3A: Communicating with students in a manner that is appropriate to their culture and level of development <ul style="list-style-type: none"> • To what level are directions clearly delivered and understandable? • To what level is content communicated in a clear, concise manner?
Level of Performance	Ineffective	Does not deliver clear expectations for learning, directions, procedures, and explanations of content to students
	Minimally Effective	Limited expectation for learning, directions, procedures, and explanation of content
	Effective	Teacher uses clear communication employing a range of vocabulary to ensure learning expectations are comprehensible to all students. Teacher allows for student clarification and feedback.
	Highly Effective	Expectation for learning, directions, procedures, and explanation of content are evident, consistent, and anticipate possible student misconceptions
	Exemplary	The highly-effective teacher promotes ongoing and consistent communication with students. Students are provided multiple opportunities and/or modalities to express concepts being taught in class and are clearly aware of their progress with those concepts
	Notes:	

Domain 3: Teaching for Learning

Element:		NMTEACH 3B: Using questioning and discussion techniques to support classroom discourse <ul style="list-style-type: none"> • To what level do all students have an opportunity to answer questions? • To what level are questions thought provoking and rigorous?
Level of Performance	Ineffective	Teacher questioning techniques are not aligned to content and provide no opportunity for student engagement.
	Minimally Effective	Teacher questioning techniques are low-level with minimal student engagement.
	Effective	The teacher's questioning techniques elicit a deep response and allows for sufficient time for students to answer through active engagement with peers and teacher.
	Highly Effective	The teacher promotes consistent analytical and collaborative approaches to understanding, uses questioning techniques that scaffold instruction for deep understanding of concepts, allowing for discussion and debate of key concepts.
	Exemplary	Questioning techniques are engaging and reflect a high level of thinking in a culturally and developmentally appropriate environment. Students engage in deep meaningful conversations using academic language.
	Notes:	

Domain 3: Teaching for Learning

Element:		NMTEACH 3C: Engaging students in learning <ul style="list-style-type: none"> • To what level are students engaging in the lesson’s activities? • To what level are activities sequential and aligned to the daily learning target? • To what level are students required to be intellectually engaged with the course content?
Level of Performance	Ineffective	Activities, assignments, materials, and grouping of students are inappropriate to the instructional outcomes, resulting in no intellectual engagement. <ul style="list-style-type: none"> • The lesson has no structure and/or is poorly paced.
	Minimally Effective	Activities, assignments, materials, and grouping of students are somewhat appropriate to the instructional outcomes, resulting in moderate intellectual engagement. <ul style="list-style-type: none"> • The lesson does not connect to prior understanding. • The lesson has a recognizable structure, but is not fully maintained. • The lesson does not have clear learning goals (more specific than broad standard).
	Effective	Activities, assignments, materials, and grouping of students are fully appropriate to the instructional outcomes. <ul style="list-style-type: none"> • The lesson explicitly connects to prior understanding. • All students are engaged. • The lesson’s structure is coherent and paced appropriately. • The lesson has specific learning goals aligned to the standard. • The lesson allows for student reflection.
	Highly Effective	Activities, assignments, materials, and grouping of students are designed to support challenging instructional outcomes. <ul style="list-style-type: none"> • Students are highly intellectually engaged. • The lesson is adapted as needed to the readiness of each student and the structure and pacing allow for students’ reflection and closure. • The lesson allows for formative assessment.
	Exemplary	Expectations of students are at an advanced level to engage learners to obtain depth of knowledge. <ul style="list-style-type: none"> • The teacher formatively assesses student engagement, understanding, and ability to analyze, and immediately adapts methods for improved learning.
	Notes:	

Domain 3: Teaching for Learning

Element:		NMTEACH 3D: Assessment in Instruction <ul style="list-style-type: none"> To what level does the teacher determine the understanding and needs of each student during the lesson? To what level are students aware of how they will demonstrate understanding of the content/lesson?
Level of Performance	Ineffective	Assessments are not used in instruction. <ul style="list-style-type: none"> Students are unaware of assessment criteria. The teacher does not monitor student progress or offer feedback.
	Minimally Effective	Assessments are occasionally used in instruction. <ul style="list-style-type: none"> Students are minimally aware of the assessment criteria. The teacher occasionally monitors students' progress and provides limited or irrelevant feedback.
	Effective	Assessments are consistently used in instruction. <ul style="list-style-type: none"> There are clear goals and performance criteria, communicated effectively to students. The assessment strategies are aligned to the goal and criteria, and elicit evidence during instruction. Teacher uses adaptive instruction including descriptive feedback. Student involvement occurs through self and peer assessment.
	Highly Effective	Assessments are used in a sophisticated manner to drive instruction: <ul style="list-style-type: none"> The teacher establishes, supports, and models the use of consistent assessment of progression and development as a tool for improved learning to stakeholders.
	Exemplary	Students analyze and evaluate assessment data, and information, and apply same to improved learning. <ul style="list-style-type: none"> The teacher involves students in establishing the assessment criteria and provides high quality feedback from a variety of sources.
	Notes:	

Domain 3: Teaching for Learning

Element:		NMTEACH 3E: Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> To what level does the teacher modify instruction within the lesson/class period?
Level of Performance	Ineffective	Teacher adheres to the instructional plan, even when a change would maximize learning. <ul style="list-style-type: none"> The teacher disregards students' learning challenges. The teacher blames the students or their environment for lack of academic progress.
	Minimally Effective	Teacher accepts responsibility for student success. <ul style="list-style-type: none"> Teacher attempts to modify the lesson and responds to student questions with moderate success, but has a limited repertoire of strategies to draw upon.
	Effective	Teacher promotes the successful learning of all students. <ul style="list-style-type: none"> The teacher adjusts instructional plans and makes accommodations for student questions, needs, and interests. Teacher utilizes a variety of strategies.
	Highly Effective	Teacher seizes an opportunity to enhance learning by building on a spontaneous event or student interests. <ul style="list-style-type: none"> Teacher applies student interest to current learning goal. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
	Exemplary	The teacher identifies unique "teachable moments" that relate current lessons/standards to individual and student groups. <ul style="list-style-type: none"> The instructional strategy enhances depth of knowledge and cultural or learning relevance.
	Notes:	

Domain 4: Professionalism

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

Domain 4: Professionalism

Element:		NMTEACH 4B: Participating in a professional community <ul style="list-style-type: none"> • How willing and eager is the teacher to participate in the professional community? • How collegial and productive are teacher’s relationships with their colleagues?
Level of Performance	Ineffective	The teacher does not participate in a professional community or in school and district events and projects. <ul style="list-style-type: none"> • Teacher’s relationships with colleagues are negative or self-serving.
	Minimally Effective	The teacher participates in a professional community and in school and district events and projects when specifically requested. <ul style="list-style-type: none"> • Teacher’s relationships with colleagues are cordial but relationships do not lead to productive work that benefits students.
	Effective	The teacher participates actively in professional community, and in school/-district events and projects. <ul style="list-style-type: none"> • Teacher maintains positive and productive relationships with colleagues.
	Highly Effective	The teacher makes a substantial contribution to the professional community, to school/district events and projects. <ul style="list-style-type: none"> • Teacher assumes a leadership role among the stakeholders.
	Exemplary	The teacher is actively engaging in ongoing research, leads study groups, and identifies new practices for school and district implementation. <ul style="list-style-type: none"> • Teacher serves as an instructional leader, and is accepted by faculty for exceptional skills in delivering professional development and mentorship.
	Notes:	

Domain 4: Professionalism

Element:		NMTEACH 4C: Reflecting on teaching
		<ul style="list-style-type: none"> • How detailed, accurate, and thoughtful is the teacher’s reflection on their instructional practices?
Level of Performance	Ineffective	Teacher does not accurately assess the effectiveness of the instructional practices. <ul style="list-style-type: none"> • Teacher has no idea about how the instructional practices could be improved.
	Minimally Effective	Teacher provides a partially accurate and objective description of the instructional practices with some evidence. <ul style="list-style-type: none"> • Teacher makes only general suggestions as to how the instructional practices might be improved.
	Effective	Teacher provides an accurate and objective description of own and other instructional practices with specific evidence. <ul style="list-style-type: none"> • Teacher makes some specific suggestions as to how the instructional practices might be improved.
	Highly Effective	Teacher’s reflection on instructional practices is thoughtful and accurate with specific evidence. <ul style="list-style-type: none"> • Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
	Exemplary	Teacher’s reflection is ongoing and immediate. <ul style="list-style-type: none"> • The teacher demonstrates immediate understanding of effectiveness of instructional practices. • Teacher modifies and adapts as necessary.
	Notes:	

Domain 4: Professionalism

Element:		NMTEACH 4D: Demonstrating professionalism
		<ul style="list-style-type: none"> • How high are the teacher’s professional standards and practices? • To what level is the teacher willing to comply with district and school rules and regulations?
Level of Performance	Ineffective	The teacher displays a lack of professionalism. <ul style="list-style-type: none"> • Teacher contributes to practices that are self-serving or harmful to students. • Teacher fails to comply with regulations and timelines.
	Minimally Effective	The teacher displays minimal professionalism. <ul style="list-style-type: none"> • Teacher complies inconsistently with regulations, doing just enough to “get by.”
	Effective	The teacher displays a high level of professionalism in dealings with both students and colleagues <ul style="list-style-type: none"> • Teacher complies fully and voluntarily with regulations. • Teacher promotes safe environment for students when monitoring students and activities.
	Highly Effective	The teacher is proactive and assumes a leadership role in ensuring the highest-level of professional practices by all colleagues. <ul style="list-style-type: none"> • Teacher helps ensure that school practices honor all stakeholders. • Teacher helps colleagues comply with rules and regulations.
	Exemplary	The teacher proactively and in a positive way seeks to continually improve the culture of the school by consistently raising expectations for adults and students, raising the engagement of adults and students and contributing to the efficacy of adults and students.
	Notes:	

Domain 4: Professionalism

Element:		NMTEACH 4E: Growing and developing professionally <ul style="list-style-type: none"> • To what level does the teacher seek out, implement, and share professional learning? • How well does the teacher utilize feedback?
Level of Performance	Ineffective	The teacher does not participate in professional development activities. <ul style="list-style-type: none"> • Teacher makes no effort to share knowledge with colleagues. • Teacher is resistant to feedback from supervisors or colleagues.
	Minimally Effective	The teacher participates in professional development activities that are convenient or are required. <ul style="list-style-type: none"> • Teacher makes limited attempts to share knowledge with colleagues. • Teacher accepts feedback from supervisors and colleagues with some reluctance.
	Effective	The teacher accepts opportunities for professional development after an individual assessment of need. <ul style="list-style-type: none"> • Teacher implements PD strategies. • Teacher welcomes and implements feedback from supervisors and colleagues.
	Highly Effective	The teacher actively pursues professional development opportunities. <ul style="list-style-type: none"> • Teacher initiates activities to share expertise with others. • Teacher seeks out feedback from supervisors and colleagues.
	Exemplary	The teacher is an established leader in the school. <ul style="list-style-type: none"> • Teacher is able to provide feedback to colleagues and supervisors in a manner that is welcomed and utilized by all stakeholders.
	Notes:	

Domain 4: Professionalism

Element:		NMTEACH 4F: Maintaining accurate records <ul style="list-style-type: none"> • How efficient and accurate are the teacher’s record-keeping systems?
Level of Performance	Ineffective	The teacher’s systems for maintaining both instructional and non-instructional records are either non-existent or in disarray. <ul style="list-style-type: none"> • Information from records contains errors and causes confusion.
	Minimally Effective	The teacher’s systems for maintaining both instructional and non-instructional records are rudimentary and partially successful. <ul style="list-style-type: none"> • Information from records is mostly accurate and not up to date.
	Effective	The teacher’s systems for maintaining both instructional and non-instructional records are efficient and successful. <ul style="list-style-type: none"> • Information from records is accurate and up to date. • Information is used by teacher to make decisions regarding students.
	Highly Effective	The students contribute to the maintenance of the efficient and successful systems for both instructional and non-instructional records. Information from records is accurate, up to date, and used constructively by students and teacher.
	Exemplary	The teacher’s system is recognized by the school community as efficient and used as a model for other teachers.
	Notes:	