

DOMAIN 1: PLANNING AND PREPARATION		
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? <p>Note: Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).</p> <p>Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English language learners (ELLs) and Individualized Education Program (IEP) goals, when serving SWD.</p>	
Level of Performance	Ineffective	The teacher’s lesson plans and resulting lessons display <ul style="list-style-type: none"> little knowledge of the content area; minimal or no alignment to NM adopted standards; minimal or no evidence of instructional strategies to address the needs of all students; minimal or no evidence of differentiated instruction addressing the needs of all students; and no IEP goals for present levels of performance.
	Minimally Effective	The teacher’s lesson plans and resulting lessons display <ul style="list-style-type: none"> minimal knowledge of the content area; partial alignment to NM adopted standards; minimal use of instructional strategies to address the needs of all students; minimal evidence of differentiated instruction addressing the needs of all students; and minimal focus on IEP goals for present levels of performance.
	Effective	The teacher’s lesson plans and resulting lessons <ul style="list-style-type: none"> develop instruction that reflects solid knowledge of the content area and academic language demands at a grade-appropriate level; are directly aligned to all NM adopted standards; demonstrate familiarity with resources to enhance knowledge in each core area; include IEP goals for present levels of performance; and contain evidence of collaboration between general and special education teachers to ensure understanding and inclusion of IEP goals, modifications, and accommodations related to self-advocacy skills.
	Highly Effective	In addition to the indicators for effective, the teacher’s lesson plans and resulting lessons <ul style="list-style-type: none"> reflect extensive knowledge of the content area(s) to be taught, including academic language demands, and they correlate the IEP objectives with lesson plans, when applicable; incorporate research and resources related to all NM adopted standards as well as evidence-based specialized instruction according to the IEP, when applicable; create opportunities for students to contribute to the lesson design and content; and include opportunities for modifications in the IEP or language proficiency levels to be implemented across content areas, when applicable.
	Exemplary	In addition to the indicators for highly effective, the teacher leader <ul style="list-style-type: none"> contributes to the refinement of the approved NM adopted, standards-aligned curriculum that may include the students’ home languages and cultures, when applicable; and engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for demonstrating a knowledge of content, IEP goals, or language proficiency levels that are aligned with school and district goals.
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Element	<p>NMTEACH 1B: Designing Coherent Instruction</p> <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 and individual supports used within the instructional plan? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>
Level of Performance	<p>Ineffective</p> <p>The teacher’s lesson plans contain</p> <ul style="list-style-type: none"> a sequence of learning activities that are poorly or not aligned with NM adopted standards and with the IEP goals for present levels of performance, as applicable; learning activities that are not suitable and/or are not research-based; no variety of learning strategies and no individual student supports; and time allocations for learning activities that are unrealistic and/or not grade-level appropriate.
	<p>Minimally Effective</p> <p>The teacher’s lesson plans contain</p> <ul style="list-style-type: none"> a sequence of learning activities that are partially aligned with NM adopted standards and with the IEP goals for present levels of performance, as applicable; learning activities that are minimally suitable and/or are minimally research-based; a minimal variety of learning strategies and minimal individual student supports; and time allocations for learning activities that are relatively reasonable and/or somewhat grade-level appropriate.
	<p>Effective</p> <p>The teacher’s lesson plans contain</p> <ul style="list-style-type: none"> a sequence of learning activities aligned to all NM adopted standards and to the IEP goals for present levels of performance, as applicable; learning activities that are suitable and/or are research based; a variety of learning strategies and individual student supports; time allocations for learning activities that are reasonable and/or grade-level appropriate; learning activities that are differentiated by scaffolding content and academic language for all learners; learning activities that create explicit connections between previous learning and new concepts and develop skills for all learners; opportunities for all students to participate in flexible grouping; challenging research-based learning tasks that are structured to progressively develop students’ cognitive abilities and academic language; and explicit use of students’ backgrounds to teach relationships among topics, concepts, and language.
	<p>Highly Effective</p> <p>In addition to the indicators for effective, the teacher’s lesson plans contain</p> <ul style="list-style-type: none"> pedagogical practices that include flexible grouping and differentiates instruction, based on student level and IEP goals, as applicable; questions to reinforce and extend student learning and engagement to include real-world and application-based experiences, while including purposeful scaffolding of questions based on students’ level of academic language; learning activities that, when possible, incorporate students’ use of their first and second languages to make connections to real-world application and include learning activities that progress coherently, are research-based, and are relevant to students and the instructional/IEP goals, as applicable; opportunities to incorporate student-centered learning as an instructional tool; and research-based practices, including sheltered and differentiated instructional strategies, with a variety of specially designed instructional materials.
	<p>Exemplary</p> <p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> designs learning activities in a collaborative manner by intentionally demonstrating awareness of, and processes for, engaging all students, which includes recognizing and building upon students’ linguistic and cultural assets; designs learning activities with various instructional groups based on instructional/IEP goals, while permitting student choice; and engages in opportunities to support and mentor colleagues by identifying and sharing knowledge, information, and strategies for designing learning activities for diverse learners that are aligned with school and district goals and connect to other disciplines.
	<p>Notes:</p>

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Element	NMTEACH 1C: Setting Instructional Outcomes <ul style="list-style-type: none"> How are daily instructional outcomes (aka learning goals) communicated to all students? To what level do instructional outcomes directly align to content standards? <i>Note: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.</i> <i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i>	
Level of Performance	Ineffective	The teacher's lesson plans (and IEP goals, if applicable) contain learning outcomes that <ul style="list-style-type: none"> are not aligned with all NM adopted standards and with the IEP goals for present levels of performance as applicable; have low expectations; have a lack of conceptual understanding for students; are not grade-level appropriate; are not clearly written; and do not include viable methods of assessment.
	Minimally Effective	The teacher's lesson plans contain instructional outcomes that <ul style="list-style-type: none"> are moderately aligned with NM adopted standards and with IEP goals but not explicitly stated to students; are suitable for some, but not all, students; are somewhat grade-level appropriate; reflect more than one type of learning but lack coordination and integration; and include some methods of assessment.
	Effective	The teacher's lesson plans contain instructional outcomes that <ul style="list-style-type: none"> are aligned with all NM adopted standards and with IEP goals, as applicable; are explicitly stated as measureable and observable and reflect high expectations; allow for progress monitoring at least every-other week, as applicable; establish instructional processes and activities that address students' varying abilities; address the language demands of the content; are aligned to instructional targets and IEP goals; and inform students of the content and language objectives for the lesson.
	Highly Effective	In addition to the indicators for effective, the teacher's lesson plans contain instructional outcomes that <ul style="list-style-type: none"> align rigorous instructional processes and learning activities to all NM adopted standards and to IEP goals, as applicable; contain modifications, as required to ensure students are able to complete the instructional outcomes; include differentiated language demands based on individual students' academic language proficiency levels; involve students in the process of developing instructional outcomes, based on all NM adopted standards; and address IEP goals, reflect high expectations, are clearly stated, and can be measured, as applicable.
	Exemplary	In addition to the indicators for highly effective, the teacher leader <ul style="list-style-type: none"> demonstrates deep understanding of all grade-level, NM adopted standards and of IEP goals, when supporting SWD; ensures all students are making progress toward deep understanding and proficiency in the NM adopted standards; models, and shares with colleagues, effective practices, including the communication of learning outcomes with students; and engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for setting instructional outcomes that are aligned with school and district goals.
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Domain 1: Planning and Preparation		
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 all students to support learning? <i>Note: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.</i> <i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i>	
Level of Performance	Ineffective	The teacher demonstrates <i>little or no familiarity</i> with resources to enhance his/her own content knowledge, to use in teaching, or to use with students who demonstrate need.
	Minimally Effective	The teacher demonstrates <i>some familiarity</i> with resources to enhance his/her own content knowledge, to use in teaching, or to use with students who demonstrate need.
	Effective	The teacher demonstrates knowledge of resources by <ul style="list-style-type: none"> using existing resources—including support materials, textbooks, and supplementary materials—to enhance content knowledge for teaching and to differentiate instruction for all students; using resources and supplementary materials—which may include those available through the school, district, community, and/or on the internet—in the language(s) of the students, when appropriate; and using information and strategies obtained through professional development to address students' individual learning needs, styles, rates, and levels of learning—including academic English language proficiency.
	Highly Effective	In addition to the indicators for effective, the teacher demonstrates knowledge of resources by <ul style="list-style-type: none"> seeking out and using resources available beyond the school and district—including those from professional organizations, the internet, and/or within the community—to enhance content knowledge and to use in teaching all students and especially those who demonstrate need; strategically implementing information and strategies obtained through professional development to address individual learning styles, rates, levels of learning, students' cultural backgrounds, and/or English language proficiency; and creating lessons that reduce barriers, optimize levels of challenge and support, meet the needs of all learners, and increase access to grade-level curriculum.
	Exemplary	In addition to the indicators for highly effective, the teacher leader <ul style="list-style-type: none"> models and shares with colleagues resources, knowledge, information, and strategies that are aligned with school and district goals; shares resources, knowledge, information, and strategies specific to colleagues' needs and the needs of their students, including those culturally and linguistically diverse students; collects and shares content-specific research studies, practices, and resources from outside the district; provides and trains staff for school-wide initiatives using additional resources; and plans for collaboration with various instructional teams, including Indian education, the ESL and bilingual programs, special education, and general education, as appropriate.
	Notes:	

Domain 1: Planning and Preparation		
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 information about student achievement, culture, and language proficiency been used to design activities to support content acquisition? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>
Level of Performance	Ineffective	The teacher demonstrates <ul style="list-style-type: none"> little or no knowledge of students’ backgrounds, cultures, skills, academic language development, interests, and/or special needs, including present levels of performance for applicable content areas and behavioral issues; little or no evidence of using student achievement data to design activities to differentiate instruction; and little or no knowledge of students’ learning styles.
	Minimally Effective	The teacher demonstrates <ul style="list-style-type: none"> limited knowledge of students’ backgrounds, cultures, skills, academic language development, interests, and special needs, including present levels of performance for applicable content areas and behavioral issues; some evidence of using student achievement data to design activities to differentiate instruction; and limited knowledge of student learning styles.
	Effective	The teacher <ul style="list-style-type: none"> demonstrates knowledge of students’ backgrounds, cultures, skills, academic language development, interests, and special needs, including present levels of performance for applicable content areas and behavioral issues as well as accommodations and modification for individual students, as applicable; incorporates culturally-sensitive strategies into instructional planning and practice; provides moderate evidence of using student achievement data to differentiate instruction including—when supporting ELs—the use of ACCESS scores for ELL students to differentiate instruction according to English language proficiency levels; and develops lessons using a variety of strategies to incorporate student learning styles.
	Highly Effective	In addition to the indicators for effective, the teacher <ul style="list-style-type: none"> demonstrates extensive knowledge of students’ backgrounds, cultures, skills, academic language development, interests, special needs—including present levels of performance for applicable content areas and behavioral issues as well as accommodations and modification for individual students; includes students in the planning of culturally sensitive strategies and incorporates those into instructional practice; provides strong evidence of using student achievement data to differentiate instruction, including the use of ACCESS scores to support and monitor the progress of ELs and to differentiate their instruction according to English language proficiency levels; and uses a wide repertoire of strategies to integrate a variety of learning styles into lessons and activities.
	Exemplary	In addition to the indicators for highly effective, the teacher leader <ul style="list-style-type: none"> provides novice and struggling teachers with understanding, mentorship, and resources that address the unique learning needs of their individual students, including strategies that engage and support culturally and linguistically diverse students; and provides training to colleagues on best practice strategies that engage and support culturally and linguistically diverse students.
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Domain 1: Planning and Preparation	
Element	<p>NMTEACH 1F: Designing Student Assessment</p> <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 instructional outcome (learning goal) at the end of the lesson? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>
Level of Performance	<p>Ineffective</p> <p>The teacher</p> <ul style="list-style-type: none"> • plans for assessing student learning with little or no clear criteria aligned to: instructional outcomes, to any NM adopted standards, to IEP goals as applicable, or to other student needs; • demonstrates minimal or no knowledge of assessment strategies; and • provides little or no direction to students as to how they will be assessed.
	<p>Minimally Effective</p> <p>The teacher</p> <ul style="list-style-type: none"> • plans for assessing student learning with some criteria aligned to instructional outcomes and to some NM adopted standards, is partially aligned to IEP goals, and minimally addresses other student needs; • demonstrates some knowledge of assessment strategies; and • provides some direction to students as to how they will be assessed.
	<p>Effective</p> <p>The teacher</p> <ul style="list-style-type: none"> • addresses student needs and plans for assessing student learning with criteria aligned to: instructional outcomes, all NM adopted standards, IEP goals, language proficiency levels—as applicable; • uses clear assessment criteria that enables students to make adjustments and provides feedback that accelerates student learning; • uses formative assessments that explicitly support instructional outcomes in both content and language; • includes formative assessments that check for understanding throughout the lesson; • includes a variety of assessments, both formative and summative, in the four language domains; • documents annual present levels of performance, using measurable goals and objectives, with some discussion about performance in the regular classroom or provides sponsor teacher with student progress, when applicable; and • considers diagnostic information for all students, which may include academic achievement, English language proficiency, IEP modifications, progress monitoring, etc. to monitor student understanding during the lesson.
	<p>Highly Effective</p> <p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • ensures full alignment between the instructional outcomes, all NM adopted standards, IEP goals, success criteria, and assessment tools; • provides opportunities for students to demonstrate and/or record where they are in their own learning; • shares clearly aligned rubrics with students and supports students to monitor their academic and linguistic growth; and • documents present levels of performance using measurable goals and objectives with discussion about performance in the regular classroom and/or provides the sponsor teacher with student progress.
	<p>Exemplary</p> <p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • supports school-wide training and implementation of systems for understanding and using student assessment data, including ACCESS for ELL students data, when applicable; • collaborates with colleagues to develop strategies to take language proficiency into account when assessing students’ content knowledge; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for designing student assessments that are aligned with school and district goals.
	<p>Notes:</p>

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? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, English learners (ELs), and students with disabilities (SWD).</i></p> <p><i>Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English language learners (ELLs) s and Individualized Education Program (IEP) goals, when serving SWD.</i></p>	
Level of Performance	Ineffective	Classroom interactions between the teacher and students and among students are inappropriate or insensitive to students’ cultural backgrounds and may include <ul style="list-style-type: none"> sarcasm; put-downs; and conflict.
	Minimally Effective	Classroom interactions between the teacher and students and among students are generally positive but may include <ul style="list-style-type: none"> some conflict; occasional displays of insensitivity; and occasional lack of responsiveness to cultural or developmental differences among students.
	Effective	Classroom interactions between teacher and students and among students <ul style="list-style-type: none"> exhibit politeness and respect; support students in managing disagreements; create and maintain an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected; and display respect and value for the languages and cultures of the school communities through classroom artifacts and interactions.
	Highly Effective	In addition to the indicators for effective, classroom interactions between the teacher and students and among students <ul style="list-style-type: none"> exhibit a high degree of respect; reflect warmth and caring; reflect a high degree of sensitivity to students’ cultures that may include purposeful teacher-student or student-student dialog in multiple languages; and reflect a high degree of sensitivity to students’ levels of development.
	Exemplary	In addition to the indicators for highly effective, the teacher leader <ul style="list-style-type: none"> contributes to creating a school-wide environment of respect on campus for all students; and engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for establishing an environment for learning for all students that are aligned with school and district goals and that may include culturally and linguistically responsive 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? <i>Note: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.</i> <i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i>	
Level of Performance	Ineffective	The teacher organizes the classroom in such a way that <ul style="list-style-type: none"> it is potentially unsafe; students do not have access to learning or materials; and it lacks alignment between the environment and the lesson's activities.
	Minimally Effective	The teacher organizes the classroom in such a way that <ul style="list-style-type: none"> ensures essential learning is accessible to most students; demonstrates a moderate use of physical resources, including technology; and it is partially aligned to the lesson's activities.
	Effective	The teacher organizes the classroom in such a way that <ul style="list-style-type: none"> essential learning is accessible to all students; the physical arrangement encourages teacher-student and student-student interaction in a variety of settings and student groupings; evidence of student learning is posted; learning outcomes, such as content and language objectives, are posted and easily accessible during the lesson for the teacher and students to reference; visuals, graphics, anchor charts, and technology are readily accessible to enhance learning opportunities; and provides techniques to enhance learning opportunities, such as preferential seating, study carrels, quiet areas, etc.
	Highly Effective	In addition to the indicators for effective, the teacher organizes the classroom in such a way that <ul style="list-style-type: none"> visuals, graphics, and/or technology is accessible to use and to adapt to advance learning and engage students at varying levels of academic content including English language proficiency; and students can contribute to the use or adaptation of the physical environment, such as preferential seating, study carrels, quiet areas, etc. to advance their own learning.
	Exemplary	In addition to the indicators for highly effective, the teacher leader <ul style="list-style-type: none"> demonstrates the skillful and appropriate use of technology for colleagues and community members; helps colleagues arrange their environment so learning is accessible to all students; and engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for organizing physical space to meet the needs of all students, such as preferential seating, study carrels, quiet areas, technology, etc.
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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 all students exhibit a learning energy during the lesson that supports engagement? To what level are all students encouraged to communicate with others to address learning goals? <i>Note: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.</i> <i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i>	
Level of Performance	Ineffective	The classroom culture is characterized by <ul style="list-style-type: none"> a negative culture for learning, including a low teacher commitment to the subject; low expectations for student achievement and engagement; and little or no student effort.
	Minimally Effective	The classroom culture is characterized by <ul style="list-style-type: none"> some teacher commitment to the subject; modest expectations for student achievement; some student effort; and students and teacher "going through the motions" to be compliant.
	Effective	The classroom culture is characterized by <ul style="list-style-type: none"> high expectations for all students with a high level of teacher commitment to the subject; norms and participant structures that are established with significant interaction by, and among, all peers, such as flexible student groups, student presentations, and structured student dialogue; supports for all students to hold themselves to high standards of performance through instruction, including addressing foundational skills, as per the IEP goals; authentic and relevant use of research-based strategies to enhance understanding of content and engagement with the related academic vocabulary; and student commitment to the subject and demonstration of pride in their efforts.
	Highly Effective	In addition to the indicators for effective, the classroom culture is characterized by <ul style="list-style-type: none"> high levels of enthusiasm for the subject by teacher and students; students seeking support and initiating improvements to their efforts (may vary depending on subgroup population, e.g., ID, ED); and students being encouraged to reflect on their personal learning and growth.
	Exemplary	In addition to the indicators for highly effective, the teacher leader <ul style="list-style-type: none"> promotes and organizes school-wide learning opportunities and a culture of learning among all stakeholders; researches and shares strategies that promote student ownership of learning; and engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for establishing a culture of learning.
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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? <i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD .</i> <i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i>	
Level of Performance	Ineffective	A majority of instructional time is lost due to <ul style="list-style-type: none"> inefficient classroom routines; inefficient procedures for transition; inefficient use of supplies and materials; and use of developmentally inappropriate procedures.
	Minimally Effective	Some instructional time is lost due to <ul style="list-style-type: none"> partially effective classroom routines and procedures that may or may not be developmentally appropriate; partially effective routines for transition; and partially effective use of supplies and materials.
	Effective	Little instructional time is lost because of <ul style="list-style-type: none"> established routines and procedures that are developmentally appropriate for all students and may include modifying speech and wait time to ensure understanding of the routines; routines and procedures that are designed to keep students’ interest, maximize learning, and assist in transitions; and implementation of a well-organized system for accessing materials, including supplies and manipulatives.
	Highly Effective	Almost no instructional time is lost because of <ul style="list-style-type: none"> students’ internalization of daily routines; students’ taking the initiative and contributing to the seamless operation of the classroom and classroom procedures, including those that pertain to developmentally appropriate cooperative learning activities; and implementation of a well-organized system of transitions in which students lead effective routines, including the distribution and collection of materials and manipulatives.
	Exemplary	In addition to the indicators for highly effective, the teacher leader <ul style="list-style-type: none"> contributes to a culture of student ownership of school-wide operations; models and assists colleagues and students in creating classroom procedures that are culturally and linguistically responsive and student centered; and engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for managing classroom procedures.
	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? <i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i> <i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i>
Level of Performance	Ineffective <p>There is no evidence that standards of conduct have been established as demonstrated by</p> <ul style="list-style-type: none"> lack of a plan for student behavior or classroom management; little or no teacher monitoring of student behavior; responses to student misbehavior that are repressive or disrespectful of student dignity; and lack of awareness, or no implementation, of the student functional behavioral assessment (FBA) or behavior intervention plan (BIP) when applicable.
	Minimally Effective <p>There is minimal evidence that standards of conduct have been established as demonstrated by</p> <ul style="list-style-type: none"> some evidence of a student behavior management plan; minimal effort to monitor students’ behavior; inconsistent response to student misbehavior; and unsuccessful implementation of the student’s FBA/BIP strategies, when applicable.
	Effective <p>The teacher designs standards of conduct that</p> <ul style="list-style-type: none"> are supported by an effective student behavior management plan with students’ knowledge of their roles; create an atmosphere conducive to learning with a focus on self-discipline, respect for the rights of others, and cooperation; are communicated clearly and modeled to all students; and ensure responses to student misbehavior are consistent, respect the students’ dignity, are sensitive to cultural differences, and are in accordance to the student’s FBA/BIP strategies, when applicable.
	Highly Effective <p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> allows student ownership of the plan; creates opportunities for students to lead the implementation of the student behavior management plan; provides evidence of students’ participation in setting conduct standards and monitoring their own behavior; monitors student behavior and is sensitive to individual learning needs, including needs of students with diverse linguistic and cultural backgrounds and identities; and responds with sensitivity to individual student needs and according to FBA/BIP, when applicable.
	Exemplary <p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> models and assists colleagues and students in creating school-wide student behavior procedures; engages actively in the monitoring of school-wide student behavior; models and facilitates positive behavior for stakeholders, including families, colleagues, and community members; engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for managing student behavior that are aligned with school and district goals; and monitors student behavior preventively, so students are successful in all settings due to teacher partnering with colleagues in understanding and implementing the FBA/BIP, when applicable.
	Notes:

Domain 3: Teaching for Learning		
Level of Performance	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? <p>Note: Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).</p> <p>Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English language learners (ELL) and Individualized Education Program (IEP) goals, when serving SWD.</p>
	Ineffective	The communication and delivery of expectations for learning, directions, procedures, and explanations of content are not present or are unclear and/or confusing to students.
	Minimally Effective	The communication and delivery of expectations for learning, directions, procedures, and explanations of content are limited, vague, and/or lack clarity .
	Effective	The communication and delivery of expectations for learning, directions, procedures, and explanations of content with students include <ul style="list-style-type: none"> desired learning outcomes, such as content and language objectives, are posted, stated, and referred to during the lesson cycle; use of clear communication and a range of vocabulary with scaffolds to ensure learning outcomes are understandable, including the solicitation of feedback and allowing for clarification from all students by using multiple strategies such as wait time, visuals, methodical systems, and physical cues; instructions and procedures that are consistent and anticipate possible student misconceptions; content that is delivered and differentiated by including the use of the students’ academic English language proficiency levels and/or IEP goals, as applicable; and use of opportunities to connect to students’ cultural and linguistic background knowledge.
	Highly Effective	In addition to the indicators for effective, the communication and delivery of expectations for learning, directions, procedures, and explanations of content with students include <ul style="list-style-type: none"> strategies for students to interact with each other and offer feedback to peers; grade-level appropriate, understandable language with scaffolds that support students’ language and academic proficiency levels and IEP goals for content and explanation of academic tasks; ensuring understanding of idioms and figurative language by clarifying and rephrasing when necessary; intentionally creating connections to students’ cultural and linguistic background knowledge; and opportunities for students to lead and direct lesson components.
	Exemplary	In addition to the indicators for highly effective, the teacher leader <ul style="list-style-type: none"> contributes to, and directs, ongoing and consistent communication with all students, staff, and community members; creates multiple opportunities and/or uses multiple modalities to clarify concepts being taught in class, while respecting the culture, language, and level of development of the student; and engages in opportunities to support and mentor colleagues and community members by sharing knowledge, information, and strategies for communicating with students in a manner that is appropriate to their culture and level of cognitive development.
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Domain 3: Teaching for Learning	
Element	<p>NMTEACH 3B: Using Questioning and Discussion Techniques to Support Classroom Discourse</p> <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? • To what degree are questions designed and used to meet individual IEP goals? <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>
Level of Performance	<p>Ineffective</p> <p>The teacher’s questioning techniques</p> <ul style="list-style-type: none"> • do not allow for interaction between teacher and student or student-to-student; • do not use scaffolds as appropriate for the developmental, cognitive, and/or linguistic needs of the students; • are not aligned to content and provide no opportunity for student engagement; • use low-level or inappropriate questions; and • elicit limited student participation and recitation rather than discussion.
	<p>Minimally Effective</p> <p>The teacher’s questioning techniques</p> <ul style="list-style-type: none"> • provide minimal opportunities for interaction between teacher and student and student-to-student; • have limited use of scaffolds as appropriate for the developmental, cognitive, and linguistic needs of the students; • use low-level questions that evoke minimal student engagement; • have some questions that elicit a thoughtful response, but are posed in rapid succession with no wait-time, and may be answered by the teacher; and • do not include a system that allows all students to respond.
	<p>Effective</p> <p>The teacher’s questioning techniques</p> <ul style="list-style-type: none"> • provide frequent opportunities for interaction between teacher and student and student-to-student; • use scaffolds as appropriate for the developmental, cognitive, and linguistic needs of the students; • use pre-planned questions or tasks; • use systems that evoke responses from all students and are appropriate to students’ developmental, cognitive, and academic language proficiency, including the use of wait-time; • consistently engage students in high levels of thinking within the specialized instruction and content; and • allow students to respond in a variety of ways, including kinesthetic or visual representation, depending on their developmental, cognitive, and academic language proficiency.
	<p>Highly Effective</p> <p>In addition to the indicators for effective, the teacher’s questioning techniques</p> <ul style="list-style-type: none"> • allow consistent, analytical, and collaborative approaches to understanding; • scaffold for a deep understanding of concepts, using academic language; • create opportunities for student-led discussion and debate of key concepts; • allow students to take ownership or to lead, ensuring that all voices are heard in classroom and group discussions; • incorporate student-generated, high-level questions that are within the specialized instruction and are content-specific; and • include the use of prompts to support students’ responses to questions that can include repeating and rephrasing the question and modeling responses for less-proficient students.
	<p>Exemplary</p> <p>In addition to the indicators for highly effective, the teacher’s questioning techniques</p> <ul style="list-style-type: none"> • are shared with colleagues in mentoring and support contexts; and • are shared with parents and community members.
Notes:	

Domain 3: Teaching for Learning		
Level of Performance	Element	NMTEACH 3C: Engaging Students in Learning <ul style="list-style-type: none"> To what level are all students engaging in the lesson's activities? To what level are activities sequential and aligned to the daily learning target? To what level are all students required to be intellectually engaged with the course content? <p>Note: Any reference to "all students" includes culturally and linguistically diverse students, ELs, and SWD .</p> <p>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standard, when serving ELL and IEP goals, when serving SWD.</p>
	Ineffective	Activities, assignments, materials, pacing, and grouping of students are <i>inappropriate</i> to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in <i>low</i> student engagement.
	Minimally Effective	Activities, assignments, materials, pacing, and grouping of students are <i>somewhat appropriate</i> to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in <i>moderate</i> student engagement in which <ul style="list-style-type: none"> the teacher does not connect the lesson to prior understanding; the lesson activities do not align with the desired learning outcomes; the lesson structure is not fully maintained; and the pacing is somewhat appropriate for some learners.
	Effective	Activities, assignments, materials, pacing and grouping of students are <i>fully appropriate</i> to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in <i>good</i> student engagement in which <ul style="list-style-type: none"> the teacher explicitly connects the lesson to prior understanding and student background experience; the lesson supports active engagement of all students and maintains an awareness of the effective amount of student talk vs. teacher talk; the teacher delivers lessons coherently with attention to scaffolding, pacing, sequencing, flexible grouping, student reflection, and closure; the teacher incorporates cognitive, developmental, linguistic, and cultural experiences to support learning; the teacher assesses student engagement and understanding and adapts methods for improved learning when needed; and students are strategically grouped to provide opportunities to practice speaking, reading, writing, and listening, based on their instructional needs.
	Highly Effective	In addition to the indicators for effective; activities, assignments, materials, pacing, and grouping of students are <i>fully appropriate</i> to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in <i>high intellectual student engagement</i> in which <ul style="list-style-type: none"> the teacher provides opportunities for students to lead reading, writing, speaking, and listening activities throughout the lesson; students incorporate cognitive, developmental, linguistic, and cultural experiences to support learning; the lesson incorporates multiple means of representation, expression, and engagement; the teacher encourages students to negotiate meaning and clarify understanding with their peers, which may be supported using a language other than English, as appropriate; and the teacher consistently assesses student engagement and understanding and immediately adapts methods for improved learning when needed.
	Exemplary	In addition to the indicators for highly effective, the teacher leader <ul style="list-style-type: none"> uses data to support and guide student engagement and is able to demonstrate to colleagues and community members how this works; and creates opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for engaging students in their learning.
Notes:		

Domain 3: Teaching for Learning		
Level of Performance	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 all students aware of how they will demonstrate understanding of the content/lesson? <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 ELL and IEP goals, when serving SWD.</i>
	Ineffective	Assessments are <i>infrequently</i> used in instruction and <ul style="list-style-type: none"> are rarely monitored by the teacher for student progress or to offer feedback; and students are rarely informed of assessment criteria.
	Minimally Effective	Assessments are <i>occasionally</i> used to inform instruction and <ul style="list-style-type: none"> provide limited or irrelevant feedback; students are occasionally informed of assessment criteria; and are occasionally monitored by the teacher for student progress.
	Effective	Assessments are <i>consistently</i> used to inform instruction and <ul style="list-style-type: none"> contain clear performance criteria that are communicated effectively to students; align to the learning outcomes; contain differentiated assessment strategies/instruction; allow the teacher to check for understanding throughout the lesson and use techniques that are based on students' academic language needs and developmental level of readiness; and allow the teacher to provide descriptive feedback in a timely manner.
	Highly Effective	In addition to the indicators for effective, assessments are used in a <i>sophisticated manner</i> to drive instruction, and there is a method to <ul style="list-style-type: none"> establish, support, and model the use of assessments as tools for improved learning and communication to students; engage students in analyzing and evaluating assessment data and information to improve learning; systematically gather and use assessment data to inform and guide instruction; ensure that students can articulate their level of performance using the criteria and scoring guidelines provided; provide feedback that can be used by students in their learning; support students in monitoring their progress towards mastery of content standards and/or specialized instruction, using informal and formal classroom assessments; involve students in establishing assessment criteria; engage students in setting and monitoring targets for learning and academic language development related to the content; and support students in monitoring their progress with evidence-based strategies that include a combination of self and peer assessments.
	Exemplary	In addition to the indicators for highly effective, the teacher leader <ul style="list-style-type: none"> creates opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for assessment and instruction; and leads, directs, or instructs colleagues and/or community members in how to use assessment techniques effectively.
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? <i>Note: Any reference to “all students” includes culturally and linguistically diverse students, E Ls, and SWD.</i> <i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i>	
Level of Performance	Ineffective	The teacher <ul style="list-style-type: none"> disregards students’ learning needs; adheres to the instructional plan, even when a change would maximize learning; and does not accept responsibility for students’ lack of academic progress.
	Minimally Effective	The teacher <ul style="list-style-type: none"> accepts minimal responsibility for student success; attempts to modify the lesson, responds to student questions with moderate success, but has a limited repertoire of strategies to draw upon; and does not use strategies to support diverse learners.
	Effective	The teacher modifies the instruction within the lesson/class period by <ul style="list-style-type: none"> promoting successful learning of all students; modifying instruction according to applicable IEPs; adjusting instructional plans and making accommodations for student questions, needs, and interests, while taking into account the language demands and grade level appropriateness of the content and instruction; adjusting instructional plans by employing a variety of strategies and techniques that are responsive to students’ needs, proficiency, cultures and/or experiences; and adjusting the lesson based on periodic checking for understanding and/or formative assessments of all students.
	Highly Effective	In addition to the indicators for effective, the teacher modifies the instruction within the lesson/class period by <ul style="list-style-type: none"> seizing opportunities to enhance learning by building on a spontaneous event or student interests; creating opportunities for student-led instruction, discussion, and/or questioning; appealing to student interests and making cultural connections to learning outcomes; and ensuring the success of all students by using an extensive repertoire of instructional strategies in order to anchor instruction and help students make sense of content.
	Exemplary	In addition to indicators for highly effective, the teacher leader <ul style="list-style-type: none"> reflects on classroom practice and uses students’ participation and responses to pace and adjust lessons during instruction; enhances students’ depth of knowledge through the use of activities and resources that show connections to students’ cultures, experiences, and level of development; engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for demonstrating flexibility and responsiveness; and creates opportunities for colleagues and/or community members to enhance their depth of knowledge regarding flexible teaching and responsiveness.
	Notes:	

Domain 4: Professionalism	
Element	<p>NMTEACH 4A: Communicating with Families</p> <ul style="list-style-type: none"> • How well does the teacher engage families in the instructional program? • To what level is the teacher's communication (both formal and informal) with families frequent and culturally appropriate? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse students, English learners (ELs), and Students With Disabilities (SWD).</i></p> <p><i>Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards when serving English language learners (ELL) and Individualized Education Program (IEP) goals when serving SWD.</i></p>
Level of Performance	<p>Ineffective</p> <p>The teacher</p> <ul style="list-style-type: none"> • rarely adheres, or does not adhere, to the district's/school's requirements for communicating with families; • provides little or no information to families about the instructional program, the IEP goals (academic and/or behavioral) as applicable, and/or progress toward goals for all students; • rarely responds, or does not respond, to family concerns; and • displays occasional insensitivity to cultural norms.
	<p>Minimally Effective</p> <p>The teacher</p> <ul style="list-style-type: none"> • minimally adheres to the district's/school's requirements for communicating with families; • does not clearly communicate to families the instructional program, the IEP goals (academic and/or behavioral) as applicable, and/or progress towards goals for all students; • minimally responds to family concerns; and • displays inconsistent sensitivity to cultural norms.
	<p>Effective</p> <p>The teacher</p> <ul style="list-style-type: none"> • fully adheres to the district's/school's requirements for communicating with families; • conducts effective communications from school-to-home about appropriate school programs and student progress, including the ACCESS for ELL Parent Report and IEP goals, as applicable, and effectively responds to home-to-school communications; • communicates with families in a manner that is culturally sensitive and responsive and affirms the positive worth of the students and families; • is available, as needed, to respond to family concerns; and • uses clear, accurate, and understandable language while facilitating communication with families, including the written IEP when supporting SWD and uses the student's home language or a translator when possible.
	<p>Highly Effective</p> <p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • goes beyond the district's/school's requirements for communicating with families, and provides frequent information to families about ways to support children as learners, student progress, instruction, and assessment—including the ACCESS for ELL Parent Report, as applicable; • clearly communicates and defines the IEP goals (academic and/or behavioral) and progress towards goals when supporting SWD, using specific examples of student progress based on data in parent-friendly language, as applicable; and • responds to family concerns with professionalism and cultural sensitivity.
	<p>Exemplary</p> <p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • works with school and/or district leadership to create a family-friendly school climate and student-/community-centered policies; • participates with colleagues to create family-school partnerships that include families as participants in school decisions and develops parent leaders and representatives that may include PTA, PTO, PTSA, PTSO, PAC or other parent organizations; • assists in facilitating and/or designing workshops and opportunities for parents to learn more about supporting their children as learners, publishes accurate information in the newsletter and on the website in multiple languages as needed, and/or reaches out to families in community activities when appropriate (e.g., feast days, community meetings, chapter house meetings, etc.); and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for communicating with families.
	Notes:

Domain 4: Professionalism		
Element	NMTEACH 4B: Participating in a Professional Community <ul style="list-style-type: none"> How willing and committed is the teacher to participate in the professional community? How collegial and productive are the teacher's relationships with her/his colleagues? <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 ELL and IEP goals, when serving SWD.</i>	
Level of Performance	Ineffective	The teacher <ul style="list-style-type: none"> avoids participation in a professional community or in school and district events and projects; and demonstrates relationships with colleagues which are negative and/or unprofessional.
	Minimally Effective	The teacher <ul style="list-style-type: none"> participates minimally in a professional community and in school and district events and projects when specifically requested; maintains relationships with colleagues that are cordial, but these relationships do not lead to productive work that benefits students; and interacts minimally with appropriate personnel about instructional, environmental, and behavioral modifications for SWD and/or about instructional strategies for culturally and linguistically diverse students.
	Effective	The teacher <ul style="list-style-type: none"> participates actively in a professional community and in school and district events and projects; maintains positive and productive relationships with colleagues; provides appropriate information on SWD and ELs to appropriate personnel as applicable (e.g., strengths, weaknesses, preferred modalities, environmental modifications, IEP goals, etc.); consults with appropriate personnel about instructional, environmental, and behavioral modifications for SWD and about instructional strategies for culturally and linguistically diverse students, as applicable; and participates in interactions with colleagues that are characterized by a willingness to listen and consider multiple points of view.
	Highly Effective	In addition to the indicators for effective, the teacher <ul style="list-style-type: none"> makes a substantial contribution to the professional community and in school and district events and projects; shares knowledge of, and proactively seeks, opportunities to learn more about techniques and strategies to work with all students, which may include cultural perspectives and strategies for sheltering academic language and research-based strategies that address student learning; and works with other teachers to monitor IEP objectives addressed in the regular classroom.
	Exemplary	In addition to the indicators for highly effective, the teacher leader <ul style="list-style-type: none"> actively engages in ongoing research, leads study groups or professional development, and identifies effective practices for school and/or district implementation; engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for participating effectively in a professional community; and actively promotes positive and productive interactions between colleagues and within the school community.
	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 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 ELL students and IEP goals, when serving SWD.</i>	
Level of Performance	Ineffective	The teacher <ul style="list-style-type: none"> rarely or never accurately assesses the effectiveness of his/her instructional practices; lacks an awareness of how instructional practices can be improved; and rarely or never uses data to reflect on his/her instructional practices.
	Minimally Effective	The teacher <ul style="list-style-type: none"> provides a partially accurate and objective description of instructional practices with some evidence; makes general, non-specific suggestions as to how instructional practices might be improved; and occasionally uses data to inform and modify instructional practices.
	Effective	The teacher <ul style="list-style-type: none"> provides an accurate and objective description of instructional practices with specific evidence, such as progress monitoring within evidence-based specialized instruction; and provides specific suggestions as to how instructional practices might be improved, based on students' progress and use of assessment data.
	Highly Effective	In addition to the indicators for effective, the teacher <ul style="list-style-type: none"> consistently reflects on instructional practices thoughtfully and accurately with specific evidence, such as progress monitoring within evidence-based specialized instruction; draws from an extensive repertoire of instructional practices in support of all students; suggests alternative instructional practices and predicts the likely success of each; and uses assessment data as a primary resource to inform the quality and effectiveness of instructional practices.
	Exemplary	In addition to the indicators for highly effective, the teacher leader <ul style="list-style-type: none"> collaborates with colleagues to reflect on, and apply, the necessary modifications for instructional practices that address the academic and linguistic needs of all students; engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for effective instructional practices; and explains to students, parents, and colleagues how and why assessment data is used to inform and direct instructional practices.
	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? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse students, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>
Level of Performance	Ineffective <p>The teacher</p> <ul style="list-style-type: none"> • displays a lack of professionalism based on self-serving interests; • instigates or contributes to practices that are negative and/or harmful to students or colleagues; • rarely complies, or fails to comply, with district/school regulations and timelines; and • contributes to school practices that do not support all students and the goals and mission of the learning community.
	Minimally Effective <p>The teacher</p> <ul style="list-style-type: none"> • displays minimal professionalism by making decisions and recommendations based on the needs of some students; • condones or supports practices that are negative and/or harmful to students or colleagues; • minimally complies with district/school regulations and timelines; and • occasionally contributes to school practices that do not support all students and the goals and mission of the learning community.
	Effective <p>The teacher</p> <ul style="list-style-type: none"> • displays a high level of professionalism by making decisions and recommendations based on the needs of all students; • promotes a positive working/learning environment for students, colleagues, and community members; • demonstrates knowledge of applicable laws, policies, regulations, and procedures related to all students; • consistently follows district/school regulations and timelines and maintains accurate documentation; • promotes a safe environment when monitoring students and activities; • works to achieve equitable learning and achievement outcomes for all students; and • contributes to school practices that support all students and the goals and mission of the learning community.
	Highly Effective <p>In addition to the indicators for effective, the teacher</p> <ul style="list-style-type: none"> • assumes a leadership role in ensuring the highest-level of professional practices by all members of the learning community; • works with colleagues to create activities promoting a positive school environment; • assists in designing school practices that honor all students and the goals and mission of the learning community; and • models advocacy for, and instructs, all students in self-advocacy skills, making particular effort to challenge negative attitudes and to ensure that all students are honored and valued.
	Exemplary <p>In addition to the indicators for highly effective, the teacher leader</p> <ul style="list-style-type: none"> • proactively seeks to improve the culture of the school by consistently raising expectations and engagement for adults and students; • demonstrates and shares extensive current knowledge of applicable laws, policies, regulations, and procedures; • creates systems to promote a culture of professionalism that supports the school community; and • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies that demonstrate professionalism in the school community.
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? <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 ELL and IEP goals, when serving SWD.</i>	
Level of Performance	Ineffective	The teacher <ul style="list-style-type: none"> rarely participates, or does not participate, in professional development activities; makes no effort to share knowledge with colleagues; and demonstrates resistance to feedback from supervisors and/or colleagues.
	Minimally Effective	The teacher <ul style="list-style-type: none"> participates minimally in professional development activities that are convenient and/or are required; makes limited attempts to share knowledge with colleagues; and accepts feedback from supervisors and colleagues with some reluctance and/or resistance.
	Effective	The teacher <ul style="list-style-type: none"> accepts opportunities for professional growth, based on identified areas in need of improvement; implements evidence-based strategies learned in professional development sessions; actively reads and applies current research in areas of greatest impact for all students; and accepts and implements feedback from supervisors and colleagues regarding evidence-based instruction.
	Highly Effective	In addition to the indicators for effective, the teacher <ul style="list-style-type: none"> actively pursues professional development opportunities; initiates activities to share expertise with others, including evidence-based instruction; seeks out feedback and best practices from supervisors and colleagues/specialists in areas such as Indian Education, ELs, special education, and bilingual education, as applicable, in order to make instruction accessible and understandable for all students; and expands on feedback from supervisors/colleagues and uses it to directly improve instruction.
	Exemplary	In addition to the indicators for highly effective, the teacher leader <ul style="list-style-type: none"> designs and leads professional development for the school community; provides feedback to colleagues and supervisors in a positive, constructive manner; and creates opportunities to engage and mentor colleagues by sharing knowledge, information, and strategies that support all students to become proficient in the academic language and content knowledge to be learned.
	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? <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 ELL and IEP goals, when serving SWD.</i>	
Level of Performance	Ineffective	The teacher <ul style="list-style-type: none"> does not have a record-keeping system in place for instructional and non-instructional records; or has a system in place, but it is in disarray and therefore, non-functional; and maintains records containing inaccurate information.
	Minimally Effective	The teacher <ul style="list-style-type: none"> has a rudimentary and partially complete record-keeping system for instructional and non-instructional records; and maintains records that are mostly accurate, but not up-to-date.
	Effective	The teacher <ul style="list-style-type: none"> maintains an efficient system for both instructional and non-instructional records, including reports, and/or status of current IEP objectives, as applicable; ensures information from records is accurate and up-to-date, including academic and language proficiency-level data, when supporting culturally and linguistically diverse students; develops and monitors IEP objectives that correspond with present levels of student performance, as applicable, and allows for continuous student progress; ensures that the grading, assessment practices, and record-keeping systems are effective in serving academic and language learning goals; assists with pre-referral and referral timelines, as applicable; and stays current with annual IEPs, re-evaluations, language proficiency levels, and progress towards goals, when supporting SWD and/or ELs.
	Highly Effective	In addition to the indicators for effective, the teacher <ul style="list-style-type: none"> supports students to efficiently maintain personal instructional and non-instructional records; maintains accurate and up-to-date records that are used constructively by students and teachers; supports the ability of students to contribute information and interpret their own instructional records; shares language development and IEP objectives and goals clearly with all stakeholders, as applicable; and provides and shares accurate documentation to support student progress towards goals with stakeholders.
	Exemplary	In addition to the indicators for highly effective, the teacher leader <ul style="list-style-type: none"> establishes systems for record keeping that are recognized by the school community as efficient and are used as a model for teachers; and engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for establishing an efficient system of maintaining accurate instructional and non-instructional records.
	Notes:	