



## **Domain 4: Professionalism**

### **NMTEACH Domain 4**

### **Ineffective v. Effective**

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## Domain 4A: Communicating with Families

### Elements:

- How well does the teacher engage families in the instructional program?
- To what level is the teacher's communication (both formal & informal) with families frequent and culturally appropriate?

# Ineffective Teacher

- 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/behavioral) as applicable, and/or progress toward goals for all students

# Effective Teacher

- Fully adheres to the district's/school's requirements for communicating with families
- Conducts effective communication from school-to-home about appropriate school programs and student progress, including the ACCESS for ELL (English Language Learner) Parent
- Reports IEP (Individualized Education Plans) goals, as applicable and effectively responds to home-to-school communications

## Effective Teacher - Continued

- 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 (Students with Disabilities and uses the student's home language or a translator when possible

## List of Possible Artifacts: 4A

### Communicating with Families:

- Sign in sheets for back-to-school, open house, homework help nights
- Classroom newsletters
- Classroom websites
- Participation in PAC/PTA
- Parent/School Messenger
- Log of communication outreach to families

# Domain 4B: Participating in a Professional Community

## Elements:

- 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?

## Ineffective Teacher v.

- Avoids participation in a professional community in school/district events/projects
- Demonstrates relationships with colleagues which are negative/unprofessional



# Effective Teacher

- Participates actively in a professional community and in school/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, IEP goals, etc.)
- Consults with appropriate personnel about instructional, environmental, and behavioral modifications for SWD & about instructional strategies for culturally and linguistically diverse students
- Participates in interactions with colleagues that are characterized by a willingness to listen and consider multiple points of view

# Domain 4C: Reflecting on Teaching

## Elements:

- How detailed, accurate, and thoughtful is the teacher's reflection on her/his instructional practices?

# Ineffective Teacher

- Rarely or never accurately assesses the effectiveness of his/her instructional practices
- Lacks an awareness of how instructional practices can be improved
- Rarely or never uses data to reflect on his/her instructional practices

# Effective Teacher

- Provides an accurate and objective description of instructional practices with specific evidence, such as progress monitoring within evidence-based specialized instruction
- Provides specific suggestions as to how instructional practices might be improved, based on students' progress and use of assessment data

## List of possible Artifacts: 4C

### Reflecting on Teaching

- Writes reflection after teaching a lesson
- Amends lesson plans
- Writes teacher response to observation feedback
- Includes post-observation conference notes, proof of incorporated suggestions, etc.

# Domain 4D: Demonstrating Professionalism

## Elements:

- 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?

# Ineffective Teacher

- Displays a lack of professionalism based on self-serving interest
- 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
- Contributes to school practices that do not support all students and the goals and mission of the community

# Effective Teacher

- Displays a high level of professionalism by making decisions and recommendations on the needs of 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



## **Effective Teacher Continued:**

- Consistently follows district/school regulations and timelines; maintains accurate documentation
- Promotes a safe environment when monitoring students & activities
- Works to achieve equitable learning & achievement outcomes for all students
- Contributes to school practices that support all students and the goals and mission of the learning community

## List of possible Artifacts: 4D

- **Demonstrating Professionalism**

- Teacher information system reports regarding teacher arrival on time
- Evidence of teacher supporting campus expectations, (addressing student tardies, discipline, etc.)
- Policy/policies

# Domain 4E: Growing & Developing Professionally

## Elements:

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

# Ineffective Teacher

- Rarely participates, or does not participate, in professional development activities
- Makes no effort to share knowledge with colleagues
- Demonstrates resistance to feedback from supervisors and/or colleagues

# Effective Teacher

- Accepts opportunities for professional growth, based on identified areas in need of improvement
- Implements evidence-based strategies learned in professional development session
- Actively reads and applies current research in areas of greatest impact for all students
- Accepts and implements feedback from supervisors and colleagues regarding evidence-based instruction

## List of possible Artifacts: 4E

### Growing and Developing Professionally

- Completion and progress on Professional Development Plan (PDP)
- Professional Development participation reports/rosters
- Reports generated from online PD providers (Frontline)
- Review of (Professional Learning Community) PLC, grade-level or departmental meeting minutes/notes, etc.

## Domain 4F: Maintaining Accurate Records

### Element:

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

# Ineffective Teacher

- Does not have a record-keeping system in place for instructional and non-instructional records
- Has a system in place, but it is in disarray, and therefore, non-functional
- Maintains records containing inaccurate information



# Effective Teacher

- Maintains an efficient system for both instructional/non-instructional records, including reports, and/or status of current IEP objectives
- Ensures information from records is accurate & up-to-date, including academic and language proficiency-level data, when supporting culturally/linguistically diverse students
- Develops and monitors IEP objectives that correspond with present levels of student performance, and allows for continuous student progress

## Effective Teacher Continued:

- 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
- Stays current with annual IEPs, re-evaluations, language proficiency levels, and progress towards goals, when supporting SWD and/or ELs

# List of Possible Artifacts: 4F

## Maintaining Accurate Records

- Grade Book
- Attendance Data
- Lesson plans and other curriculum materials
- Discipline records
- Parent Contact Log
- Analysis of student achievement results
- Team Meeting notes, agendas, and reports

## High Expectations

- “One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement.”
- “Everybody learns in a high-performing classroom, and expectations are high even for students who don't yet have high expectations for themselves.”

## Uploading Artifacts

- The amount of artifacts a teacher should submit for the evaluation process is a district level decision
- Teachers should look at a “quality” over “quantity” approach
- Submit the evidence that accurately reflects where you are in terms of Planning, Preparation, and Professionalism