


## Domain 4: Professionalism

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

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