



Professional Foundations Department/Grade Level Contributions

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher does not engage and rarely participates in department/grade level initiatives, frequently missing department meetings and not supporting department endeavors.	Teacher occasionally collaborates with other members of the department/grade level including attendance at department meetings but unenthusiastic or uneven support for department endeavors.	Teacher collaborates with other members of the department/grade level including attendance at meetings and support for department endeavors.	Teacher engages and participates in all department initiatives, attends all meetings prepared and supports all department endeavors. Teacher engages, leads and contributes innovative ideas in department / grade level initiatives.
Teacher meets department/grade level contributions < 80% of the time.	Teacher meets department /grade level deadlines 80-90% of the time.	Teacher meets department /grade level deadlines 90-95% of the time.	Teacher consistently meets all department / grade level deadlines.



Professional Foundations Lesson Plans

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher rarely submits lesson plans and, when they do, the plans are neither high-quality nor submitted on time.	Teacher submits complete lesson plans that are either low-quality or frequently not on time.	Teacher submits complete, high-quality lesson plans most of the time.	Teacher consistently submits complete, high-quality lesson plans that can serve as models for peers and mentees.
Teacher created lesson plans are neither specific nor link to specific goals.	Teacher attempts to create lesson plans which link to goals, but the plans are either nonspecific or do not link to relevant goals.	Teacher include many links to relevant achievement goals, SpEd objectives or other applicable mid-term or long-term goals.	Teacher develops lessons plans that are specific and include links to student achievement goals, SPED objectives or other applicable mid-term or long-term goals.



Professional Foundations Professional Feedback

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher is not a collaborative practitioner and refuses to accept informal feedback.	Teacher is a somewhat defensive practitioner who only listens to feedback when he/she is required to do so.	Teacher is a collaborative practitioner who willingly accepts informal feedback from assigned administrators.	Teacher is a collaborative practitioner who actively seeks out feedback in order to improve practice.
Teacher does not seek out any support and is not open to ideas for improving instructional practice.	Teacher occasionally seeks out appropriate channels of support.	Teacher seeks appropriate channels of support as necessary.	Teacher actively seeks out new channels of professional support and engages with colleagues to identify and refine high-impact instructional practices.



Professional Foundations School Contributions

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher does not participate in program development and implementation of school-wide goals and progress.	Teacher will only participate in program development and implementation of school-wide goals and progress when asked.	Teacher shares responsibility for program development and implementation of school-wide goals and programs.	Teacher actively participates in program development and implementation of school-wide goals and programs.
Teacher does not participate in school-wide activities (e.g. committees, departments, programs, etc.).	Teacher will participate in some school-wide activities (e.g. committees, departments, programs, etc.).	Teacher is consistently involved in school-wide activities (e.g. committees, departments, programs, etc.).	Teacher is consistently involved in school-wide activities (e.g. committees, departments, programs, etc.) and makes significant contributions to the overall school program outside of scheduled work hours and class requirements.
Teacher does not support the academic referral process and student discipline programs.	Teacher inconsistently supports the academic referral process and student discipline programs.	Teacher supports academic referral process and student discipline programs most of the time.	Teacher consistently supports and improves upon the academic referral process and student discipline programs.



Professional Foundations Professional Development & Individual Professional Growth

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher rarely participates in professional development opportunities and is not open to new ideas for improving practice.	Teacher participates in some professional development opportunities only when required or persuaded to do so.	Teacher attends and engages in professional development and/or professional learning opportunities both within and outside the school building.	Teacher attends and engages in professional development and/or professional learning opportunities both within and outside the school building, including active participation in mentor/mentee relationships.
Teacher does not attempt to incorporate effective teaching ideas from colleagues, workshops and other sources.	Teacher attempts to incorporate effective teaching ideas from colleagues, workshops and other sources, with limited success.	Teacher incorporates effective teaching ideas from colleagues, workshops and other sources and implements them.	Teacher actively seeks out effective teaching ideas from colleagues, workshops, and other sources, implements them and seeks feedback on their effectiveness from student outcomes, peer and evaluator review.



Professional Foundations Family Contact & Communication

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher makes little or no effort to contact parents.	Teacher attempts to contact families but is inconsistent and/or does not document these contacts.	Teacher initiates and documents appropriate, professional, and timely family contact.	Teacher initiates and documents appropriate, professional, and timely family contact with all parents, including those who are hard to reach.
Teacher does not respond to student and family concerns.	Teacher is slow to respond to student and family concerns.	Teacher addresses student and family concerns in a timely manner.	Teacher addresses student and family concerns in a timely manner and consistently resolves issues.
Teacher does not attend or participate in family engagement events.	Teacher attends and participates in some family engagement events.	Teacher attends and participates in all family engagement events.	Teacher attends and actively participates in all family engagement events.
Teacher is often insensitive to the beliefs of families.	Teacher attempts to show respect and sensitivity for beliefs of families, but occasionally shows a lack of sensitivity.	Teacher communicates to families with respect and sensitivity.	Teacher shows sensitivity and respect for families, the greater community, school culture, values and beliefs.



Professional Foundations Record Keeping

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher does not keep accurate instructional and non-instructional records.	Teacher keeps records which are incomplete or include errors.	Teacher keeps accurate instructional and non-instructional records.	Teacher keeps meticulous instructional and non-instructional records.
Teacher does not respond accurately or promptly to administrative correspondences.	Teacher's responses to administrative correspondences are frequently late and inaccurate.	Teacher responds to administrative correspondences punctually and accurately.	Teacher responds to administrative correspondences and requests promptly and accurately.
Teacher infrequently records student attendance and grades.	Teacher records student attendance and grades but frequently misses deadlines and/or does not follow school policies.	Teacher records accurate student attendance and grades per set deadlines and policies.	Teacher records and documents accurate student attendance and grades per set deadlines and policies.



Professional Foundations Professionalism

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher acts unprofessionally or unethically with colleagues and administration.	Teacher occasionally does not act in a professional or ethical manner with colleagues and administration.	Teacher adheres to standards of professional, ethical behavior with colleagues and administration.	Teacher always maintains professional, ethical behavior with colleagues and administration.
Teacher frequently dresses or uses language which is not professional or appropriate.	Teacher sometimes dresses or uses language which is not professional or appropriate.	Teacher's appearance and language adheres to professional and appropriate standards of the job assignment.	Teacher's appearance and language is always professional and appropriate to job assignment.
Teacher frequently does not adhere to school, state and federal school guidelines including any contractual obligations.	Teacher inconsistently adheres to school, state and federal school guidelines including any contractual obligations.	Teacher adheres to school, state and federal school guidelines including any contractual obligations.	Teacher meticulously adheres to school, state and federal school guidelines including any contractual obligations.



Professional Foundations Attendance

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher's attendance is unreliable and chronically tardy to work-related activities.	Teacher's attendance is not dependable and has the tendency to be tardy to work-related activities.	Teacher's attendance is generally dependable and punctual to all work-related activities.	Teacher's attendance is dependable and punctual to all work-related activities.
Teacher exceeds allotted leave by 2+ days without any documentation.	Teacher exceeds allotted leave by 1-2 days or has extenuating circumstances.	Teacher uses up to maximum amount of allotted leave.	Teacher does not exceed allotted leave.
Teacher rarely provides substitute plans.	Teacher does not always provide substitute plans.	Teacher always provides substitute plans which account for the full class period.	Teacher maintains current, high quality substitute plans.