



Learning Environment Positive Relationships and Respect

| Ineffective | Minimally Effective | Effective | Highly Effective |
|--|--|---|---|
| Teacher interacts with students in a mostly negative, inappropriate, or insensitive manner, rarely (or never) using responsive and positive language when addressing student's behavior. | Teacher attempts to interact with students in a fair and equitable manner. Teacher attempts to use responsive and positive language when addressing student's behavior but attempts are not effective. | Teacher interacts with students in a fair and equitable manner, regularly using responsive and positive language when addressing students' behavior. | Teacher interacts with students in a highly fair and equitable manner, using responsive and positive language when addressing student behavior. |
| Teacher creates or models an environment of disrespect and inappropriate tone resulting in frequently disrespectful interactions among students and between teacher and students. The classroom is frequently chaotic and not safe for all students. | Teacher attempts to create an environment of respect and rapport, however, students frequently engage in disrespectful interactions with peers. | Teacher creates an environment of respect and rapport that results in most students engaging in respectful interactions with peers. | Teacher creates and maintains an environment of respect and rapport that results in all students engaging in respectful interactions with peers. |
| Teacher demonstrates a lack of sensitivity and respect for student differences (i.e. gender, cultural or developmental) that results in a disrespectful environment for most students. | Teacher attempts to show respect and sensitivity for student differences on an inconsistent basis. | Teacher consistently demonstrates sensitivity to a diverse population and ensures that students treat one another with respect. | Teacher establishes and maintains an environment that is sensitive and respectful for the entire, diverse population of students. |
| Teacher's classroom practices and relationships with students show a clear lack of cultural competency, and the lack of competency is noted by parents, students, and other staff. | Teacher attempts to demonstrate cultural competency but is inconsistent in practices and beliefs. | Teacher consistently demonstrates evidence of cultural competency i.e. use of curricular materials that promote positive images of multiple races and cultures, holding high expectations for all students regardless of student background, race, culture, religion, gender, or socio-economic status. | Teacher openly, consistently and explicitly addresses issues of cultural competency and promotes an environment of respect and reciprocity of ideas, encouraging students to make cultural contributions to the curriculum. |



Learning Environment Procedures and Routines

| Ineffective | Minimally Effective | Effective | Highly Effective |
|---|--|--|---|
| Teacher demonstrates little or no evidence of classroom procedures or strategies to maximize instructional time. | Teacher makes some attempts to use strategies to maximize instructional time, although ineffective in limiting distractions and disruptions to flow of lesson. | Teacher uses strategies to maximize instructional time, but there are some distractions to flow of lesson. | Teacher uses clear strategies to maximize instructional time and limit distractions, maintaining momentum even during transitions. |
| Teacher shows little to no evidence of clear directions or procedures for students, consistently resulting in time off task and/or a lack of maximized learning time. | Teacher directions create confusion or do not go far enough to create a sense of clarity for students. Lack of clarity inhibits fully maximized learning opportunities for students. | Teacher directions and procedures are mostly detailed and clear to students and lead to most students engaging in procedures that maximize learning time and their own growth. | Teacher directions and procedures are detailed and clear to students, consistently resulting in students engaging in procedures that maximize learning time and their own growth. |
| Teacher comes up with ad-hoc rules and consequences as events unfold in the classroom; students cannot articulate the teacher's expectations. | Teacher announces and posts classroom rules and consequences, but inconsistently holds students accountable for meeting expectations. | Teacher clearly communicates and enforces high expectations, typically holding students accountable for meeting them. | Teacher sets and maintains explicit and rigorous expectations and consistently holds students accountable for meeting them. |



Learning Environment Physical Environment

| Ineffective | Minimally Effective | Effective | Highly Effective |
|---|---|--|--|
| Teacher maintains a classroom that is generally unclean, disorganized or unsafe. | Teacher attempts to create a visually inviting classroom that is clean and organized. | Teacher creates a visually inviting classroom that is clean and organized but sometimes struggles to maintain it as such throughout the year. | Teacher maintains a visually inviting classroom that is clean and organized to maximize student learning. |
| Teacher has little or no student work or subject specific content displayed. | Teacher displays student work and content that is not aligned with school-specific expectations or learning standards. | Teacher displays student work and content that is aligned with school-specific expectations and learning standards. | Teacher displays student work and content that is current and aligned with school-specific expectations and learning standards. |
| Teacher arranges the physical space in a way that is not responsive to student needs. The space does not support students' access to instruction or eliminate distractions. | Teacher attempts to arrange the physical space in a way that is responsive to students' needs, however the arrangement does not ensure students have access to instruction with limited distractions. | Teacher arranges physical space in a way that is responsive to most students' needs and ensures that most students have access to instruction with limited distractions. | Teacher arranges physical space in a way that is responsive to student needs, including students with disabilities, and ensures students have access to instruction with limited distractions. |



Delivery of Instruction Culture of Learning

| Ineffective | Minimally Effective | Effective | Highly Effective |
|--|---|---|--|
| <p>Teacher shows little to no enthusiasm for the content, leading to lack of commitment on the part of the students to value it.</p> | <p>Although teacher generally exhibits enthusiasm for the content, students do not demonstrate consistent commitment to its value.</p> | <p>Teacher mostly exhibits enthusiasm for the content and mostly all students demonstrate consistent commitment to its content.</p> | <p>Teacher exhibits enthusiasm for the content and all students demonstrate consistent commitment to its value.</p> |
| <p>Teacher demonstrates little to no evidence of communicating the belief that all students are capable of learning.</p> | <p>Teacher makes an attempt to communicate belief that students are capable of learning, although the message is lacking directness, specificity and/ or consistency.</p> | <p>Teacher communicates a belief that all students are capable of learning, although the message is not always direct and specific to students.</p> | <p>Teacher is direct, specific and consistent in communicating the belief that all students are capable of learning.</p> |



Delivery of Instruction Student Engagement

| Ineffective | Minimally Effective | Effective | Highly Effective |
|--|--|---|--|
| Teacher incorporates little or no differentiation, scaffolding, age- appropriate activities, nor varied resources to meet the needs of all learners. | Teacher shows minimal evidence of the use of differentiation, scaffolding, age- appropriate activities, and varied resources to meet the needs of some learners. | Teacher regularly uses differentiation, scaffolding, age-appropriate activities, and varied resources to meet the needs of most learners. | Teacher consistently uses differentiation, scaffolding, age- appropriate activities, and varied resources to effectively meet the needs of all learners. |
| Teacher shows little to no evidence of consistently engaging students in the beginning of the lesson. | Teacher attempts to begin a lesson in an engaging manner, however the implementation is not consistent. | Teacher begins each lesson in a manner that engages most students. | Teacher consistently and effectively begins each lesson in a manner that immediately engages all students. |
| Teacher demonstrates little to no attempt to activate students' prior knowledge or acknowledge students' experiences in instruction. | Teacher makes an attempt to activate students' prior knowledge but fails to go far enough to engage students in content. | Teacher uses strategies that activate students' prior knowledge of students in an effective manner. | Teacher uses strategies to activate prior knowledge, and draws on student experience to engage students. |
| Teacher demonstrates ineffective pacing and lesson implementation that does not promote student engagement. | Teacher attempts to pace the lesson but is unable to use it as a lever to ensure students are engaged. | Teacher paces the lesson effectively, using it as a lever to ensure most students are intellectually engaged. | Teacher paces the lesson effectively, using it as a lever to ensure all students are intellectually engaged. |



Delivery of Instruction Questioning Techniques

| Ineffective | Minimally Effective | Effective | Highly Effective |
|---|---|---|--|
| Teacher rarely uses a range of questioning techniques that encourage deeper student understanding and mastery. | Teacher asks a range of questions but rarely gets at deep student understanding or teacher doesn't use a variety of questioning techniques. | Teacher incorporates a range of questioning techniques that encourage deeper understanding and mastery for most students. | Teacher incorporates a range of questioning techniques that encourage deeper student understanding and mastery for all students. |
| Teacher dominates class discussions and student interaction is severely limited. | Teacher attempts to facilitate discussions, but students are not responding to each other. | Teacher facilitates discussions in which students initiate higher order questions, and build on each other's responses. | Teacher facilitates discussions in which students initiate higher order questions, build on each other's responses and provide evidence for their thinking. |
| Teacher rarely checks for understanding, gathering minimal information about students' understanding of the content while executing a lesson. | Teacher checks for understanding, but doesn't use a variety of strategies and / or the checks don't provide sufficient information about student understanding. | Teacher consistently uses varied strategies to check for understanding and gets an accurate pulse of student understanding. | Teacher consistently uses varied strategies to check for understanding, including exit tickets, quizzes and other measures, to gauge student mastery and adjust instruction mid- course. |



Delivery of Instruction Execution of Lesson

| Ineffective | Minimally Effective | Effective | Highly Effective |
|---|---|---|--|
| Teacher's stated objectives are unclear and lack rigor or alignment to learning standards. | Teacher attempts to facilitate an objective driven lesson but the outcomes are not clear nor communicated to students. | Teacher facilitates a grade-appropriate objective driven lesson with clear outcomes that are communicated to students. | Teacher facilitates an objective driven lesson with clear outcomes that is communicated to students and evidenced by student performance. |
| Teacher's lesson implementation lacks structure, clear examples, appropriate language, or examples aligned with the LEA's lesson framework. | Teacher executes a lesson structure using limited examples, minimally appropriate language, and few examples aligned with the LEA's lesson framework. | Teacher executes a lesson structure using clear examples, appropriate language, and examples aligned with the LEA's lesson framework. | Teacher executes a lesson structure aligned with the LEA's lesson framework using clear examples and appropriate language, and yields mastery as evidenced by students' performance. |
| Teacher lesson leaves little or no opportunity for reflection and closure on the lesson to consolidate student understanding. | Teacher provides limited opportunity for reflection and closure on the lesson to consolidate student understanding. | Teacher provides multiple opportunities for reflection and closure on the lesson to consolidate student understanding. | Teacher provides multiple opportunities for reflection and closure, and ensures mastery of the lesson content through a previously defined assessment. |
| Teacher does not modify the lesson when needed. | Teacher attempts to modify the lesson, but the modification doesn't support student learning. | Teacher modifies instruction throughout the lesson to meet the needs of most students. | Teacher modifies instruction throughout the lesson to meet the needs of all students. |



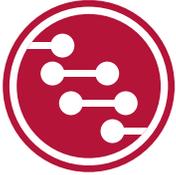
Delivery of Instruction Content Knowledge

| Ineffective | Minimally Effective | Effective | Highly Effective |
|---|--|--|--|
| <p>Teacher demonstrates little familiarity with subject matter as evidenced by delivering inaccurate information or responding ineffectively and/or insufficiently to student questions or misunderstandings.</p> | <p>Teacher displays some content knowledge; however, teacher delivers some inaccurate information and/or struggles to respond effectively or accurately to student questions or misunderstandings.</p> | <p>Teacher displays content knowledge by delivering accurate information and responding effectively to most student questions or misunderstandings.</p> | <p>Teacher displays extensive content knowledge, evidenced by delivering accurate information and responding effectively to student questions and misunderstandings.</p> |
| <p>Teacher uses little or no content specific vocabulary and/or students do not engage in precise, higher level discussion of content.</p> | <p>Teacher inconsistently uses content specific vocabulary; few students are able to engage in precise, higher level discussion of content.</p> | <p>Teacher's content specific vocabulary is rigorous and developmentally appropriate, such that most students engage in precise, higher level discussion of content.</p> | <p>Teacher's content specific vocabulary is rigorous and developmentally appropriate such that all students engage in precise, higher level discussion of content.</p> |



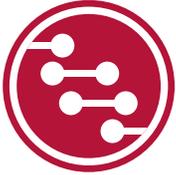
Delivery of Instruction Use of Assessments

| Ineffective | Minimally Effective | Effective | Highly Effective |
|--|---|--|---|
| <p>Teacher does not use formal and informal, cumulative and summative assessment results; does not analyze data to modify instruction.</p> | <p>Teacher attempts to use formal and informal, cumulative and summative assessments, but ineffectively uses the results to modify instruction.</p> | <p>Teacher uses formal and informal, cumulative and summative assessment results to inform planning and sometimes is able to modify instruction on the spot.</p> | <p>Teacher consistently uses formal and informal, cumulative and summative assessment and analyzes assessment data to inform planning and is able to modify instruction on the spot when necessary.</p> |



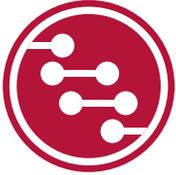
Planning and Preparation Knowledge of Content and Pedagogy

| Ineffective | Minimally Effective | Effective | Highly Effective |
|--|--|---|--|
| Teacher makes content errors in instructional plans and displays little or no understanding of the range of pedagogical approaches suitable to student learning. | Teacher is familiar with important concepts but lacks awareness of the connection between concepts. Teacher's instructional plans reflect some inaccurate or incomplete knowledge and a limited range of pedagogical approaches. | Teacher displays knowledge of the most important concepts. Teacher's instructional plans reflect a good grasp of how students learn and a familiarity with a range of effective pedagogical approaches. | Teacher's instructional planning displays a deep knowledge of the subject matter and a deep understanding of how students learn the content. |
| Teacher plans lesson by lesson and does not link learning to deeper connections within and across content. | Teacher's instructional plans sometimes explicitly draw connections across and within content. | Teacher's instructional plans consistently facilitate processes for students to make connections to prior learning. | Teacher plans explicit connections to prior learning and facilitates connections to related content. |
| Teacher is unaware of resources that would assist student learning beyond the materials directly provided by the LEA. | Teacher displays some awareness of resources that assist student learning but does not regularly make use of these resources. | Teacher displays an awareness of the range of resources, seeks out the resources and incorporates them into instructional plans. | Teacher designs instruction that uses highly engaging resources tailored to meet the needs of the unique group of learners in the class. |



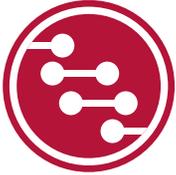
Planning and Preparation Knowledge of Students

| Ineffective | Minimally Effective | Effective | Highly Effective |
|--|--|---|--|
| <p>Teacher displays minimal knowledge of how students learn content, targeting instruction to the class as a whole and not consistently considering the most effective strategies to meet the needs of the unique learners in his / her class(es).</p> | <p>Teacher displays generally accurate knowledge of how students typically learn and might apply this knowledge to class as a whole but does not individualize instruction to the unique needs of the learners in his / her class(es).</p> | <p>Teacher attains information about development for groups of students and seeks to acquire knowledge about his or her students' varied approaches to learning.</p> | <p>Teacher has a good grasp of child development and a deep understanding of how students learn, consistently employing developmentally appropriate, highly effective instructional strategies to meet the needs of the unique learners in his or her class(es).</p> |
| <p>Teacher has little knowledge of the different approaches to teaching and learning in the content, and has limited knowledge of how to plan instruction to meet the needs of students with special needs and / or English Language Learners.</p> | <p>Teacher maintains generally accurate knowledge of his or her students' needs and their varied approaches to learning but does not consistently individualize instruction to meet the unique needs of all students.</p> | <p>Teacher purposefully acquires knowledge about students with unique needs and seeks to learn about the approaches to teaching and learning that would be most effective for the range of learners in his / her class(es).</p> | <p>Teacher consistently considers the needs of the various learners in the classroom in the planning, explicitly planning and preparing to meet the needs of all learners, including students with special needs and English Language Learners.</p> |



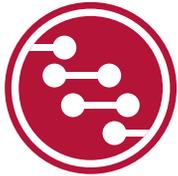
Planning and Preparation Long-Term Instructional Planning

| Ineffective | Minimally Effective | Effective | Highly Effective |
|--|--|--|---|
| <p>Teacher does not develop long term plans and has little familiarity with standards and with external assessments.</p> | <p>Teacher develops some long term plans that do not stretch across the complete length of the course and / or are not aligned to standards, external assessments and / or the big ideas of the content.</p> | <p>Teacher develops long terms plans for the year so that students are prepared for external assessments and have a grasp on the content's big ideas.</p> | <p>Teacher develops long term plans that are aligned to standards and external assessments, and that reflect the big ideas of the content.</p> |
| <p>The teacher does not set long term instructional goals and students do not have clarity about what they can expect to learn. The learning outcomes represent low expectations and a lack of rigor. The planning is suitable for only some students.</p> | <p>Teacher sets some instructional goals and students have a vague sense of these goals. The learning outcomes represent moderately high expectations and rigor and are suitable for most students in the class.</p> | <p>Teacher sets long term goals and clarifies these goals for students. The learning outcomes represent rigorous and important learning that is differentiated for different groups of students.</p> | <p>Teacher sets long term instructional goals that are clear, rigorous and standards-aligned. The learning outcomes are differentiated and represent a high level of learning for the discipline.</p> |



Planning and Preparation Daily Instructional Planning

| Ineffective | Minimally Effective | Effective | Highly Effective |
|---|--|---|--|
| Teacher plans lessons with activities that are poorly connected to each other and are not aligned with instructional outcomes. | Teacher designs lessons with some consideration of long term goals, the activities and materials are somewhat connected and aligned with the instructional outcomes. | Teacher designs daily lessons that are aligned with bigger goals and most learning activities are aligned with measurable, instructional outcomes. | Teacher designs daily instructional plans with activities that are driven by clear, achievable, rigorous, and measurable instructional outcomes and aligned with standards. |
| Teacher plans lessons with no differentiation and / or opportunities for students to construct meaning together. | Teacher plans lessons that will engage some students and represent some thought about grouping students to differentiate and facilitate peer interaction. | Teacher designs highly engaging daily instructional plans that effectively group students and facilitate peer interaction for maximized learning experiences for almost all students. | Teacher designs daily instructional plans that are relevant, motivating, likely to engage all students and are targeted to a range of learning styles and interests, and designed to maximize learning experiences and peer interaction. |
| Teacher does not plan to check for understanding or plans to use ineffective methods to check for understanding (rhetorical questions) and does not plan to account for mid-course adjustments during lesson. | Teacher plans to use imprecise methods to check for understanding (i.e. thumbs up, call and response) and inconsistently plans to account for mid-course adjustments during lessons. | Teacher plans to frequently check for understanding, and plans time within the lesson to clarify and make adjustments. | Teacher plans for the consistent use of varied strategies for checking for understanding, anticipates student misconceptions, and plans time within the lesson to clarify and make adjustments. |



Planning and Preparation Student Assessment

| Ineffective | Minimally Effective | Effective | Highly Effective |
|--|--|---|--|
| Teacher does not design informal assessments regularly and / or does not provide criteria for assessing student performance. | Teacher designs informal assessments that are not clearly aligned with standards and learning outcomes and/or criteria for student performance are unclear. | Teacher designs high quality, informal assessments, aligned with standards and learning outcomes, and clear criteria for student performance. | Teacher designs high quality, informal assessments that are aligned with standards and learning outcomes, and provide criteria for student performance. Assessment mechanisms provide immediate feedback to students about performance, facilitating student accountability. |
| Teacher plans do not include assessments of student learning or assessments are not aligned to learning outcomes. | Teacher plans include basic assessments that provide limited information about student learning or are only tangentially aligned to student learning outcomes. | Teacher plans include a range of standards-aligned formal and informal assessments that provide meaningful information for use in collecting formative and summative data about student learning. | Teacher plans provide evidence of backwards planning and include a range of standards-aligned formal and informal assessments that provide meaningful information for use in collecting formative and summative data about student learning. |
| Teacher records student assessment data and does not modify instructional plans. | Teacher records student assessment data and notices some patterns. Teacher sometimes modifies instructional plans in response to achievement data. | Teacher analyzes assessment data, consistently draws meaningful conclusions and modifies instructional plans in response to achievement data. | Teacher analyzes assessment data, consistently draws meaningful conclusions, and modifies and differentiates instructional plans in response to achievement data. |



Professional Foundations Department/Grade Level Contributions

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



Professional Foundations Lesson Plans

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



Professional Foundations Professional Feedback

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



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 |
|---|---|--|---|
| <p>Teacher rarely participates in professional development opportunities and is not open to new ideas for improving practice.</p> | <p>Teacher participates in some professional development opportunities only when required or persuaded to do so.</p> | <p>Teacher attends and engages in professional development and/or professional learning opportunities both within and outside the school building.</p> | <p>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.</p> |
| <p>Teacher does not attempt to incorporate effective teaching ideas from colleagues, workshops and other sources.</p> | <p>Teacher attempts to incorporate effective teaching ideas from colleagues, workshops and other sources, with limited success.</p> | <p>Teacher incorporates effective teaching ideas from colleagues, workshops and other sources and implements them.</p> | <p>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.</p> |



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. |