

NHPS Teacher Evaluation and Development - Professional Values Performance Continuum

PV 1: Collaboration and Collegiality		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher pursues opportunities to lead or facilitates colleagues in development and implementation of school and district improvement initiatives, including professional learning and school-wide or other programming. Teacher leads efforts within and/or outside the school to strengthen academics and school culture. 	<ul style="list-style-type: none"> Teacher proactively participates with colleagues and administrators to develop and implement school and district improvement initiatives. Teacher proactively participates in efforts to engage students, families, and colleagues in development of strong academic program and school culture. 	<ul style="list-style-type: none"> Teacher contributes minimally to school teams and committees. Collaboration and communication with colleagues, students, and families is insufficient or demonstrates negativity.
PV 2: Self-improvement		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher actively self-evaluates and identifies own professional learning needs to improve practice, applies findings to classroom, and assesses impact on student learning. Teacher actively prepares and self-assesses in preparation for conferences and drives performance and development conversation 	<ul style="list-style-type: none"> Teacher reflects on own practice and seeks out best practices from colleagues, administrators, professional development, workshops, reading and other sources Teacher actively prepares and self-assesses in preparation for conferences and actively participates in performance and development conversation 	<ul style="list-style-type: none"> Teacher rarely seeks out new ideas or approaches to improving student learning Teacher conducts only limited preparation or self-assessment in preparation for conferences and participates only passively in performance and development conversation
PV 3: Reliability		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher always arrives to school on time and well-prepared Teacher carries out assignments and responsibilities conscientiously and punctually and keeps organized and complete records 	<ul style="list-style-type: none"> Teacher arrives to school on time and well prepared in all cases with only rare exceptions Teacher reliably carries out paperwork, duties and assignments, keeps accurate records Teacher can be depended upon to attend to all assigned responsibilities in a timely and effective manner. 	<ul style="list-style-type: none"> Teacher arrives to school late and/or unprepared. Teacher frequently misses assignments or other responsibilities, makes errors in records or misses paperwork deadlines

PV 4: High expectations		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Teacher acts on the belief that all students can learn to the fullest extent of their abilities and pushes students to achieve to that level. 	<ul style="list-style-type: none"> Teacher acts on the belief that all students can learn to the fullest extent of their abilities and frequently pushes students to achieve to that level. 	<ul style="list-style-type: none"> Teacher rarely acts on the belief that all students can learn to the fullest extent of their abilities and rarely pushes students to achieve to that level.
PV 5: Respect		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Students and teachers interact positively in ways that promote learning, and are encouraged as a result of their interactions Teacher sets expectations for students and colleagues to treat others' opinions, beliefs, questions and responses with respect and dignity and consistently reinforces the expectation Teacher maintains positive substantive relationships with colleagues, the administration, and parents 	<ul style="list-style-type: none"> Students and teachers interact in ways that do not detract from the learning going on in the classroom Teacher sets expectations for students and colleagues to treat others' opinions, beliefs, questions and responses with respect and dignity Teacher maintains cordial relationships with colleagues, the administration, and parents 	<ul style="list-style-type: none"> Students' learning process, self-esteem, and/or motivation is undermined by teacher actions and/ or students are rarely shown respect by the teacher Teacher rarely sets expectations for students and colleagues, leading students to put down the abilities or opinions of their classmates or colleagues to be dismissive of collaborative efforts Teacher's relationships with colleagues, the administration, and/or parents are negative and/or self-serving

PV6: Responsiveness and outreach		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Teacher nearly always reaches out to parents or guardians to keep them involved in and supportive of their child's performance when appropriate. In return, parents or guardians initiate contact with the teacher with questions, concerns or other issues about their child's performance as they arise • Teacher informs parents or guardians when data indicates a change in performance to enlist their help in supporting their students • Teacher elicits feedback from students, parents, and/or peers in addition to school climate survey results and uses that feedback to inform practice 	<ul style="list-style-type: none"> • Teacher frequently reaches out to parents or guardians to keep them involved in and supportive of their child's performance when appropriate, although they are not always successful • Teacher informs parents or guardians when data indicates a drop in performance to enlist their help in supporting students • Teacher analyzes and reflects on school climate survey results and contributes to school-wide initiatives to improve school culture through classroom culture 	<ul style="list-style-type: none"> • Teacher rarely reaches out to parents and/or other appropriate adults • Teacher rarely informs parents and/or other appropriate adults when data indicates a drop in performance to enlist their help in supporting their students • Teacher rarely analyzes and reflects on school climate survey results and/or does not contribute to school-wide initiatives to improve school culture through classroom culture
PV 7: Professionalism and judgment		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Teacher is always ethical, honest and acts with integrity, uses appropriate judgment and respects confidentiality • Teacher nearly always addresses concerns directly and appropriately with administrators seeking help and suggestions as needed • Teacher's conduct is always in line with the CT Code of Professional Responsibility for an Educator 	<ul style="list-style-type: none"> • Teacher is always ethical, honest and acts with integrity, uses appropriate judgment and maintains confidentiality with student records • Teacher frequently keeps administrators informed about concerns and asks for assistance • Teacher's conduct is always in line with the CT Code of Professional Responsibility for an Educator 	<ul style="list-style-type: none"> • Teacher acts in an unethical manner, exhibits poor judgment or discloses student information in violation of confidentiality • Teacher rarely requests assistance, fails to share concerns or complains routinely • Teacher's conduct is not always in line with the CT Code of Professional Responsibility for an Educator