

Teacher Professional Values Performance Continuum

PV 1: Collaboration and Collegiality (CCT 4b)		
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 (CCT 4a)		
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 (CCT 1a)		
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 (CCT 1a & 4c)		
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 (CCT 4c)		
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 (CCT 4b)		
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

SCHOOL PROFESSIONAL PRACTICE PERFORMANCE CONTINUUM

DOMAIN I: PLANNING AND PREPARATION		
<i>P1: Assesses students' needs, knowledge and skills</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School professional consistently identifies and prioritizes the current needs of all students, and/or staff including both gaps and assets in development, by utilizing a variety of resources including appropriate assessments and/or teacher input and anecdotal evidence. 	<ul style="list-style-type: none"> School professional often identifies and prioritizes the current needs of all students, and/or staff including both gaps and assets in development, by utilizing a variety of resources including appropriate assessments and/or teacher input and anecdotal evidence. 	<ul style="list-style-type: none"> School professional rarely identifies and prioritizes the current needs of all students, and/or staff including both gaps and assets in development, by utilizing a variety of resources including appropriate assessments and/or teacher input and anecdotal evidence.
<i>P2: Establishes clearly defined student goals and objectives for all students</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Student goals for annual progress are consistently clear, aligned with standards, and target substantial growth. 	<ul style="list-style-type: none"> Student goals for annual progress are often clear, aligned with standards, and target appropriate growth 	<ul style="list-style-type: none"> School professional does not generally set student goals that are aligned with standards AND/OR goals do not reflect appropriate growth for students .
<i>P3: Designs activities aligned with student goals and objectives</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Activities, tasks, and long-term plans are clearly and consistently sequenced to facilitate student progress toward goals and objectives. 	<ul style="list-style-type: none"> Activities, tasks, and long-term plans are often sequenced to facilitate student progress toward goals and objectives. 	<ul style="list-style-type: none"> Activities, tasks, and long-term plans are rarely sequenced to facilitate student progress toward goals and objectives.
<i>P4: Prepares assessments which align with student goals and objectives</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Assessments consistently and clearly challenge students to demonstrate mastery of objectives. 	<ul style="list-style-type: none"> Assessments often challenge students to demonstrate mastery of objectives. 	<ul style="list-style-type: none"> Assessments rarely challenge students to demonstrate mastery of objectives.

SCHOOL PROFESSIONAL PRACTICE PERFORMANCE CONTINUUM

<i>P5: Incorporates and addresses the social, emotional and academic needs of individual students</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School professional planning consistently addresses social and emotional needs of all students, and reflects strategies to address those needs. 	<ul style="list-style-type: none"> School professional planning often addresses social and emotional needs of all students, and generally reflects strategies to address those needs. 	<ul style="list-style-type: none"> School professional planning rarely addresses social and emotional needs of all students, and rarely reflects strategies to address those needs.
<i>P6: Develops activities that are meaningful and relevant to student needs and goals</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Activities consistently challenge students to develop and respond to questions, provide examples, and make meaningful and relevant connections. 	<ul style="list-style-type: none"> Activities often challenge students to develop and respond to questions, provide examples, and make meaningful and relevant connections. 	<ul style="list-style-type: none"> Activities rarely challenge students to develop and respond to questions, provide examples, and make meaningful and relevant connections.
DOMAIN II: PROFESSIONAL PRACTICE		
<i>C1: Communicates objectives clearly and accurately</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School professional consistently presents material and/or objectives accurately and clearly, so that all or nearly all students are able to articulate what they have accomplished, also recognizing when additional follow-up is required. 	<ul style="list-style-type: none"> School professional often presents material and/or objectives accurately and clearly, so that all or nearly all students are able to articulate what they have accomplished, also recognizing when additional follow-up is required.. 	<ul style="list-style-type: none"> School professional rarely presents material and/or objectives accurately and clearly, so that most students are unable to master or articulate the objectives.
<i>C2: Employs activities and provides services aligned with student knowledge, skills and needs, differentiating as appropriate</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School Professional consistently provides scaffolded activities that capitalize on prior learning, knowledge, and skills in order to support and challenge all students to progress toward mastery of new skills. 	<ul style="list-style-type: none"> School Professional often provides scaffolded activities that reference prior learning, knowledge and skills in order to support and challenge students to progress toward mastery of new skills. 	<ul style="list-style-type: none"> School Professional rarely provides scaffolded activities that reference prior learning, knowledge and skills in order to support and challenge students to progress toward mastery of new skills.
<i>C4: Monitors and assesses student understanding and adjusts as necessary</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> School Professional consistently provides opportunities for students to produce work or reflections that convey their understanding, providing the school professional with information to adjust as necessary. 	<ul style="list-style-type: none"> School Professional often provides opportunities for students to produce work or reflections that convey their understanding, providing the school professional with information to adjust as necessary. 	<ul style="list-style-type: none"> School Professional rarely provides opportunities for students to produce work or reflections that convey their understanding, and/or the school professional rarely adjusts as necessary to reflect student understanding.

SCHOOL PROFESSIONAL PRACTICE PERFORMANCE CONTINUUM

<i>C5: Develops and maintains standards of conduct that are clear to all students and respond to student needs</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • School professional consistently creates an environment that fosters and supports respectful interaction between and amongst the members of the group, intervening constructively when necessary. 	<ul style="list-style-type: none"> • School professional generally creates an environment that fosters and supports respectful interaction between and amongst the members of the group, intervening when necessary to reinforce the standard of conduct. 	<ul style="list-style-type: none"> • School professional rarely creates an environment that fosters and supports respectful interaction between and amongst the members of the group, and/or generally does not intervene to maintain a standard of conduct.
<i>C6: Engages and includes all students in individual and group activities</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Students are consistently engaged in ways that all or nearly all students listen and respond actively to each other, contribute comments, ideas or questions that improve their own and their peers' understanding • AND/OR -School professional uses a variety of techniques and strategies to challenge and reengage all or nearly all students as necessary. 	<ul style="list-style-type: none"> • Students are often engaged in ways that all or nearly all students listen and respond actively to each other, contribute comments, ideas or questions that improve their own and their peers' understanding • AND/OR-School professional uses techniques and strategies to challenge and reengage most students as necessary. 	<ul style="list-style-type: none"> • Students are rarely engaged. • And -School professional ignores opportunities to challenge and reengage students as necessary.
<i>C7: Provides opportunities for meaningful student choice</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • Activities often include opportunities for students to make choices regarding materials, topics of exploration, methods of demonstrating understanding, or learning tasks. 	<ul style="list-style-type: none"> • Activities generally include opportunities for students to make choices about some aspect of the topics of exploration, methods of demonstrating understanding, and or tasks. 	<ul style="list-style-type: none"> • Activities rarely include opportunities for students to make choices.
<i>C8: Demonstrates understanding of human growth and development as it relates to learning, emphasizing the psycho-social development of children</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • School Professional consistently provides age-appropriate activities and opportunities that allow students to demonstrate their ability to assimilate significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems. 	<ul style="list-style-type: none"> • School Professional often provides age-appropriate activities and opportunities that allow students to demonstrate their ability to assimilate significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems. 	<ul style="list-style-type: none"> • School Professional rarely provides age-appropriate activities and opportunities that allow students to demonstrate their ability to assimilate significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems.

SCHOOL PROFESSIONAL PRACTICE PERFORMANCE CONTINUUM

<i>C9: Engages students in substantive conversations with purposeful questions to promote inquiry and learning</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Students often participate in meaningful discussions occurring between and among members of the group, constructively responding to each other's comments, and/or initiating their own questions and inquiry. 	<ul style="list-style-type: none"> Students generally participate in meaningful discussions occurring between and among members of the group, constructively responding to each other's comments with facilitation from the School professional. 	<ul style="list-style-type: none"> Students rarely have opportunities to engage in sustained conversations with each other, and are rarely encouraged to do so.
<i>C10: Makes connections to increase relevancy for students, including connections to different lessons, to different content areas, and to each student's world outside of the classroom</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> Students often apply new learning and make connections to other activities that relate their learning to prior knowledge, different content areas, career, and/or the world outside of the classroom. 	<ul style="list-style-type: none"> Students generally apply new learning and make connections to other activities that extend their thinking and understanding of concepts and skills by relating them to prior knowledge, different content areas, career, and/or the world outside of the classroom. 	<ul style="list-style-type: none"> Students rarely apply new learning and make connections to other activities that extend their thinking and understanding of concepts and skills by relating them to prior knowledge, different content areas, career, and/or the world outside of the classroom.

SCHOOL PROFESSIONAL PRACTICE PERFORMANCE CONTINUUM

DOMAIN III: REFLECTION		
<i>R1: Uses results from ongoing assessments to evaluate student growth and development and identify areas for further intervention</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • School professional consistently and effectively analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. • Uses the analysis to identify areas of need and plan future instruction, revising interventions on an ongoing basis. 	<ul style="list-style-type: none"> • School professional often and effectively analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. • Often uses the analysis to identify areas of need and plan future instruction, revising interventions on an ongoing basis. 	<ul style="list-style-type: none"> • School professional rarely analyzes available data from assessments to monitor progress of all students, at a point in time and over time, individually and as a group. • Rarely uses the analysis to identify areas of need and plan future instruction, revising interventions on an ongoing basis.
<i>R2: Reflects on group and individual dynamics and interactions and identifies areas for adjustment or refinement</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • School professional consistently analyzes and evaluates group interactions, identifying potential areas for improvement and adjusting strategies as a result. 	<ul style="list-style-type: none"> • School professional often analyzes and evaluates group interactions, identifying potential areas for improvement and adjusting strategies as a result. 	<ul style="list-style-type: none"> • School professional rarely analyzes and evaluates group interactions, identifying potential areas for improvement and adjusting strategies as a result.
<i>R3: Evaluates the effectiveness of intervention strategies in encouraging student growth</i>		
Exemplary	Effective	Needs Improvement
<ul style="list-style-type: none"> • School professional consistently assesses the evidence of relevance, engagement, and connections demonstrated by students, and adjusts intervention accordingly 	<ul style="list-style-type: none"> • School professional generally assesses the evidence of relevance, engagement, and connections demonstrated by students, and adjusts intervention accordingly 	<ul style="list-style-type: none"> • School professional rarely assesses the evidence of relevance, engagement, and connections demonstrated by students