PV 1: Collaboration and Collegiality (CCT 4b)		
Exemplary	**Effective**	**Needs Improvement**
• 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.	• 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.	• 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**
• 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	• 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	• 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**
• 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	• 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.	• Teacher arrives to school late and/or unprepared. • Teacher frequently misses assignments or other responsibilities, makes errors in records or misses paperwork deadlines

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PV 4: High expectations (CCT 1a)		
Exemplary	**Effective**	**Needs Improvement**
• 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.	• 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.	• 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**
• 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	• 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	• 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**
• 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	• 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	• 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 contributes to school-wide initiatives to improve school culture through classroom culture

PV 7: Professionalism and judgment (CCT 4b)		
Exemplary	**Effective**	**Needs Improvement**
• 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	• 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	• 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 SOCIAL WORKER PRACTICE PERFORMANCE CONTINUUM

Domain 1: PLANNING AND PREPARATION		
P1: Applies pertinent information and data to assess present levels of performance for all students		
Exemplary	**Effective**	**Needs Improvement**
Consistently identifies and prioritizes the social, emotional, and behavioral needs of students by utilizing a variety of data sources (e.g.: RTI, SSST, assessments, observations, referrals, consultations, rating scales, etc.)	Often identifies and prioritizes the social, emotional, and behavioral needs of students by utilizing a variety of data sources (e.g.: RTI, SSST, assessments, observations, referrals, consultations, rating scales, etc.)	Generally identifies and prioritizes the social, emotional, and behavioral needs of students by utilizing a variety of data sources (e.g.: RTI, SSST, assessments, observations, referrals, consultations, rating scales, etc.)
P2: Establishes clearly defined goals and objectives for all students		
Exemplary	**Effective**	**Needs Improvement**
Student goals and objectives are consistently aligned with present levels and meet SMART standards (Specific, Measurable, Attainable, Realistic, Timely)	Student goals and objectives are often aligned with present levels and meet SMART standards (Specific, Measurable, Attainable, Realistic, Timely)	Student goals and objectives are generally aligned with present levels and meet SMART standards (Specific, Measurable, Attainable, Realistic, Timely)
P3: Establishes goals and objectives that reflect an understanding of human development and social functioning		
Exemplary	**Effective**	**Needs Improvement**
A comprehensive understanding of human development, mental health, and social/emotional/behavioral functioning is consistently reflected in student goals and objectives	A comprehensive understanding of human development, mental health, and social/emotional/behavioral functioning is often reflected in student goals and objectives	A comprehensive understanding of human development, mental health, and social/emotional/behavioral functioning is generally reflected in student goals and objectives
P4: Designs interventions aligned with student needs, strengths, and learning styles		
Exemplary	**Effective**	**Needs Improvement**
Interventions and strategies consistently relate to students' identified needs and promote individual strengths and learning preferences	Interventions and strategies often relate to students' identified needs and promote individual strengths and learning preferences	Interventions and strategies generally relate to students' identified needs and promote individual strengths and learning preferences
P5: Monitors effectiveness of interventions based on student progress and adjusts as needed		
Exemplary	**Effective**	**Needs Improvement**
Consistently utilizes methods of data collection to track student progress and adjusts interventions as necessary to promote student success	Often utilizes methods of data collection to track student progress and adjusts interventions as necessary to promote student success	Generally utilizes methods of data collection to track student progress and adjusts interventions as necessary to promote student success

SCHOOL SOCIAL WORKER PRACTICE PERFORMANCE CONTINUUM

Domain 2: PROFESSIONAL PRACTICE AND SERVICE DELIVERY		
S1: COUNSELING – *Provides effective counseling services to promote student success*		
Exemplary	**Effective**	**Needs Improvement**
Uses an extensive range of counseling techniques to appropriately meet the developmental, emotional, social, and behavioral needs of all students; as evidenced by a portfolio of potential student interventions.	Uses a satisfactory range of counseling techniques to appropriately meet the developmental, emotional, social, and behavioral needs of all students; as evidenced by a portfolio of potential student interventions.	Uses a narrow range of counseling techniques to appropriately meet the developmental, emotional, social, and behavioral needs of all students; as evidenced by a lack of a portfolio of potential student interventions.
S2: CASE MANAGEMENT		
Exemplary	**Effective**	**Needs Improvement**
Social Worker consistently reaches out to community providers for identified students who are involved in community/recreational activities, clinical programs and social service programs to collaborate for effective intervention and support.	Social Worker occasionally reaches out to community providers for identified students who are involved in community/recreational activities, clinical programs and social service programs to collaborate for effective intervention and support.	Social Worker inconsistently reaches out to community providers for identified students who are involved in community/recreational activities, clinical programs and social service programs to collaborate for effective intervention and support.
S3: STUDENT ENGAGEMENT		
Exemplary	**Effective**	**Needs Improvement**
Consistently communicates and works with students in a clear, prompt, and efficient manner to establish rapport, build a relationship of trust and execute interventions. **(I am not sure how this would be measured!)**	Social Worker satisfactorily communicates and works with students in a clear, prompt, and efficient manner to establish rapport, build a relationship of trust and execute interventions.	Consistently communicates and works with students in a clear, prompt, and efficient manner to establish rapport, build a relationship of trust and execute interventions.
Social Worker makes exemplary efforts to work with identified students as indicated by their Individualized Education Plans or time limited consents. This information is tracked by entries in Meduclaim for IEPd students at a rate of 90%.	Social Worker consistently works with identified students as indicated by their Individualized Education Plans or time limited consents. This information is tracked by entries in Meduclaim for IEPd students at a rate of 75%	Social Worker is inconsistent with face to face work with identified students as indicated by their Individualized Education Plans or time limited consents. This information is tracked by entries in Meduclaim for IEPd students at a rate of 75% or less.
S4: PARENT AND FAMILY ENGAGEMENT - *develops consultative and collaborative relationships with parents*		
Exemplary	**Effective**	**Needs Improvement**
Consistently communicates with parents/guardians in a clear, prompt, and efficient manner to enhance the student's educational functioning	Often communicates with parents/guardians in a clear, prompt, and efficient manner to enhance the student's educational functioning.	Generally communicates with parents/guardians in a clear, prompt, and efficient manner to enhance the student's educational functioning.

SCHOOL SOCIAL WORKER PRACTICE PERFORMANCE CONTINUUM

S5: COMMUNITY OUTREACH AND ACCESS - develops consultative and collaborative relationships with organizations and agencies		
Exemplary	**Effective**	**Needs Improvement**
Consistently communicates with community based organization and agencies in a clear, prompt, and efficient manner to enhance the student's educational functioning.	Often communicates with community based organizations and agencies in a clear, prompt, and efficient manner to enhance the student's educational functioning.	Generally communicates with community based organizations and agencies in a clear, prompt, and efficient manner to enhance the student's educational functioning.

S6: CRISIS MANAGEMENT AND TRIAGE - Facilitates effective crisis preparation, response, and recovery		
Exemplary	**Effective**	**Needs Improvement**
Consistently demonstrates knowledge of district and school crisis policies, actively contributes to crisis preparation, and appropriately responds to immediate crisis situations. Initiates referrals and linkages to community agencies and maintains follow-up on behalf of student	Often demonstrates knowledge of district and school crisis policies, contributes to crisis preparation, and appropriately responds to immediate crisis situations. Initiates referrals.	Generally demonstrates knowledge of district and school crisis policies, contributes to crisis preparation, and responds to immediate crisis situations.

Domain 3: PROFESSIONAL RESPONSIBILITIES, CONDUCT, AND ETHICS		
C1: ATTENDANCE AND PUNCTUALITY		
Exemplary	**Effective**	**Needs Improvement**
Consistently adheres to the contractual hours of the school day and demonstrates a pattern of minimal unexcused absences and consistently completes assignments in a timely manner.	Often adheres to the contractual hours of the school day and demonstrates a pattern of minimal unexcused absences and often completes assignments in a timely manner.	Generally adheres to the contractual hours of the school day and demonstrates a pattern of minimal unexcused absences and generally completes assignments in a timely manner.

C2: DOCUMENTATION AND REPORT WRITING – integrates assessment data and includes evidence-based recommendations to promote student growth		
Exemplary	**Effective**	**Needs Improvement**
Consistently completes thorough reports, efficient documentation and develops specific measurable goals in order to meet time sensitive deadlines.	Often completes thorough reports, efficient documentation and develops specific measurable goals in order to meet time sensitive deadlines.	Generally completes thorough reports, efficient documentation and develops specific measurable goals in order to meet time sensitive deadlines.

C3: PROFESSIONALISM AND CONDUCT – Conducts self in a professional manner		
Exemplary	**Effective**	**Needs Improvement**
Consistently conducts oneself in a professional manner in accordance with the social work code of ethics and demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.	Often conducts oneself in a professional manner in accordance with the social work code of ethics and demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.	Generally conducts oneself in a professional manner in accordance with the social work code of ethics and demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.

C4: COLLABORATION – Consults and shares skills and expertise with professional colleagues		
Exemplary	**Effective**	**Needs Improvement**
Consistently communicates strategies, skills and knowledge, both clearly and efficiently, with professional colleagues and consistently takes on leadership roles within collaborative groups.	Often communicates strategies, skills and knowledge, both clearly and efficiently, with professional colleagues and often takes on leadership roles within collaborative groups.	Generally communicates strategies, skills and knowledge, both clearly and efficiently, with professional colleagues and generally takes on leadership roles within collaborative groups.
C5: PROFESSIONAL DEVELOPMENT - Engages in quality professional development specific to school social work practice		
Exemplary	**Effective**	**Needs Improvement**
Consistently seeks out opportunities for professional growth and development including workshops, literature, or professional learning communities and regularly shares newly learned knowledge and practices with others and seeks out opportunities to lead professional development sessions.	Often seeks out opportunities for professional growth and development including workshops, literature, or professional learning communities and seeks out ways to implement new concepts into school social work practice and welcomes constructive feedback to improve practices.	Will attend all mandatory opportunities for professional growth and development including workshops, literature, or professional learning communities.