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

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SCHOOL PSYCHOLOGIST PRACTICE PERFORMANCE CONTINUUM

DOMAIN I: PLANNING AND PREPARATION		
P1: Designs appropriate initials and re-evaluations to effectively assess students strengths and weaknesses		
Exemplary	Effective	Needs Improvement
• School Psychologist consistently administers diverse methods of assessment and designs appropriate initial and re-evaluation plans to effectively assess student strengths and weaknesses.	School Psychologist often administers diverse methods of assessment and designs appropriate initial and re-evaluation plans to effectively assess student strengths and weaknesses.	School Psychologist rarely administers diverse methods of assessment and designs appropriate initial and re-evaluation plans to effectively assess student strengths and weaknesses.
P2: Establishes clearly defined student goals and objectives for all students in collaboration with the planning and placement team		
Exemplary	Effective	Needs Improvement
• Student goals are consistently clear, aligned with standards and evaluation results, and target substantial growth for all students.	Student goals are often clear, aligned with standards and evaluation results, and target substantial growth for all students.	Student goals are rarely clear, aligned with standards and evaluation results, and target substantial growth for all students.
P3: Designs interventions aligned with the social, emotional and academic needs of students		
Exemplary	Effective	Needs Improvement
• Progress monitoring, research-based interventions and strategies are consistently clear and sequenced to facilitate student progress	Progress monitoring, research-based interventions and strategies are often clear and sequenced to facilitate student progress	Progress monitoring, research-based interventions and strategies are clear and sequenced to facilitate student progress
P4: Incorporates and addresses the social, emotional and academic needs of individual students		
Exemplary	Effective	Needs Improvement
• School psychologist consistently demonstrates knowledge of human growth and development and addresses social, emotional, and academic needs of all students.	School psychologist often demonstrates knowledge of human growth and development and addresses social, emotional, and academic needs of all students.	School psychologist rarely demonstrates knowledge of human growth and development and addresses social, emotional, and academic needs of all students
P5: Demonstrates knowledge of state and federal regulations and of resources both within and beyond the school and district		
Exemplary	Effective	Needs Improvement
• School psychologist consistently demonstrates knowledge and understanding of the governance of schools at the local, state, and federal levels.	School psychologist often demonstrates knowledge and understanding of the governance of schools at the local, state, and federal levels.	School psychologist rarely demonstrates knowledge and understanding of the governance of schools at the local, state, and federal levels.

DOMAIN II: PROFESSIONAL PRACTICE		
C1: Communicates effectively with students, school personnel, parents/guardians, and outside agencies		
Exemplary	**Effective**	**Needs Improvement**
• School psychologist consistently communicates with students, school personnel, parents/guardians, and outside agencies in a clear and efficient manner.	• School psychologist often communicates with students, school personnel, parents/guardians, and outside agencies in a clear and efficient manner.	School psychologist rarely communicates with students, school personnel, parents/guardians, and outside agencies in a clear and efficient manner.
C2: Engages in quality professional development specific to school psychology practice		
Exemplary	**Exemplary**	**Exemplary**
• School Psychologist consistently seeks out opportunities for professional growth and development including workshops, literature or professional learning communities	• School Psychologist consistently seeks out opportunities for professional growth and development including workshops, literature or professional learning communities	• School Psychologist consistently seeks out opportunities for professional growth and development including workshops, literature or professional learning communities
C3: Facilitates effective crisis preparation, response, and recovery		
Exemplary	**Effective**	**Needs Improvement**
• School Psychologist consistently demonstrates knowledge of district/school crisis policies and contributes to crisis preparation, response and recovery.	• School Psychologist often demonstrates knowledge of district/school crisis policies and contributes to crisis preparation, response and recovery.	• School Psychologist rarely demonstrates knowledge of district/school crisis policies and contributes to crisis preparation, response and recovery.

C4: Collaborate/Communicates with school personnel, families, and others to facilitate the educational and psychosocial progress of children		
Exemplary	**Effective**	**Needs Improvement**
• School Psychologist consistently communicates with colleagues to plan and share information regarding student progress and growth.	• School Psychologist often communicates with colleagues to plan and share information regarding student progress and growth.	• School Psychologist rarely communicates with colleagues to plan and share information regarding student progress and growth.
C5: Promotes understanding of human growth and development as it relates to learning, emphasizing the psycho-social development of children		
Exemplary	**Effective**	**Needs Improvement**
• Students consistently engage significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems.	• Students generally engage significant concepts and use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems.	• Students rarely engage significant concepts or do not use them to construct knowledge, organize, interpret, evaluate, or synthesize prior knowledge to solve new problems.

SCHOOL PSYCHOLOGIST PRACTICE PERFORMANCE CONTINUUM

C6: Conducts self in a professional manner daily.		
Exemplary	**Effective**	**Needs Improvement**
• School Psychologist consistently adheres to the contractual hours of the school day, reliably carries out assignments and meets deadlines.	• School Psychologist often adheres to the contractual hours of the school day, reliably carries out assignments and meets deadlines.	School Psychologist rarely adheres to the contractual hours of the school day, reliably carries out assignments and meets deadlines.
C7: Responds to requests for assistance in a timely manner.		
Exemplary	**Effective**	**Needs Improvement**
• School Psychologist consistently responds to requests for observations, interventions, consultations, check-ins with students, and other information from school personnel, students, and staff in a timely manner in order to promote student growth.	• School Psychologist often responds to requests for observations, interventions, consultations, check-ins with students and other information from school personnel, students, and staff in a timely manner in order to promote student growth.	• School Psychologist rarely responds to requests for observations, interventions, consultations, check-ins with students and other information from school personnel, students, and staff in a timely manner in order to promote student growth. .

DOMAIN III: REFLECTION		
R1: Uses results from ongoing assessments to evaluate student learning and identify areas for further instruction and planning		
Exemplary	**Effective**	**Needs Improvement**
• School professional consistently uses psycho-educational assessments and other data to make appropriate recommendations to promote student growth and progress.	• School professional consistently uses psycho-educational assessments and other data to make appropriate recommendations to promote student growth and progress.	• School professional consistently uses psycho-educational assessments and other data to make appropriate recommendations to promote student growth and progress.
R2: Evaluates the effectiveness of intervention strategies in encouraging student growth		
Exemplary	**Effective**	**Needs Improvement**
• School Psychologist consistently collaborates and assists teachers in comprehensively and effectively measuring progress towards student growth and revises intervention plans appropriately.	• School Psychologist often collaborates and assists teachers in comprehensively and effectively measuring progress towards student growth and revises intervention plans appropriately.	• School Psychologist rarely collaborates and assists teachers in comprehensively and effectively measuring progress towards student growth and revises intervention plans appropriately.
R3: Makes perceptive and accurate reflections on practice, then draws an extensive repertoire to suggest alternative strategies		
Exemplary	**Effective**	**Needs Improvement**
• School Psychologist consistently reflects upon professional practices, and identifies alternative strategies for future use.	• School Psychologist often reflects upon professional practices, and identifies alternative strategies for future use.	• School Psychologist rarely reflects upon professional practices, and identifies alternative strategies for future use.

DOMAIN IV: Instructional Services		
S1: Employs activities and provides services aligned with student knowledge, skills and needs, differentiating as appropriate		
Exemplary	**Effective**	**Needs Improvement**
• School Psychologist consistently demonstrates knowledge of counseling and personality theory and implements developmentally appropriate interventions that impact student behavior and social-emotional growth	• School Psychologist often demonstrates knowledge of counseling and personality theory and implements developmentally appropriate interventions that impact student behavior and social-emotional growth	• School Psychologist rarely demonstrates knowledge of counseling and personality theory and implements developmentally appropriate interventions that impact student behavior and social-emotional growth
S2: Provides services and practices in full accordance with established principles of professional ethics		
Exemplary	**Effective**	**Needs Improvement**
• School Psychologist consistently demonstrates and applies knowledge of professional ethics, including but not limited to: obtaining informed consent, respecting confidentiality, and consulting with colleagues when expanding into areas of infrequent practice.	School Psychologist often demonstrates and applies knowledge of professional ethics, including but not limited to: obtaining informed consent, respecting confidentiality, and consulting with colleagues when expanding into areas of infrequent practice.	School Psychologist rarely demonstrates and applies knowledge of professional ethics, including but not limited to: obtaining informed consent, respecting confidentiality, and consulting with colleagues when expanding into areas of infrequent practice.
S3: Psycho-educational reports analyze and integrate assessment data and include evidence-based recommendations to promote student growth		
Exemplary	**Effective**	**Needs Improvement**
• Psychological reports are consistently concise, well written and include research-based interventions and recommendations which impact student learning.	• Psychological reports are often concise, well written and include research-based interventions and recommendations which impact student learning.	• Psychological reports are rarely concise, well written and include research-based interventions and recommendations which impact student learning.