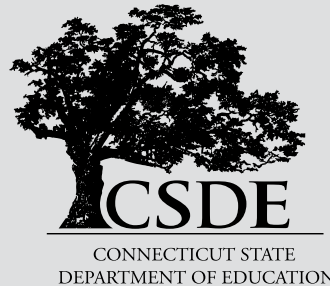


The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015

Adapted for Student and Educator Support Specialists

*A Rubric for the Observation of Performance and Practice to
Help Identify the Foundational Skills and Competency Standards that will
Prepare Connecticut Students to Succeed in College, Career and Life.*



Connecticut State Department of Education

Contents

Contributors	1
Introduction (<i>CCT Rubric for Effective Service Delivery 2015</i> , Training and Proficiency, Calibration, Observation Process)	2
Comparison of the CT Common Core of Teaching and the <i>CCT Rubric for Effective Service Delivery 2015</i>	4
<i>CCT Rubric for Effective Service Delivery 2015</i> — At a Glance	5
Domain 1: Learning Environment, Engagement and Commitment to Learning	
1a. Promoting a positive learning environment that is respectable and equitable	6
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment	7
1c. Maximizing service delivery by effectively managing routines and transition	8
Domain 2: Planning for Active Learning	
2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge	9
2b. Developing plans to actively engage learners in service delivery	10
2c. Selecting appropriate assessment strategies to identify and plan learning targets	11
Domain 3: Service Delivery	
3a. Implementing service delivery for learning	12
3b. Leading students/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies	13
3c. Assessing learning, providing feedback and adjusting service delivery	14
Domain 4: Professional Responsibilities and Leadership	
4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning	15
4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning	16
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning	17

Contributors

Connecticut State Department of Education (CSDE)

Dr. Dianna R. Wentzell
Commissioner

Talent Office

Dr. Sarah Barzee
Chief Talent Officer

Shannon Marimón
Bureau of Educator Effectiveness
and Professional Learning
Division Director

Project Manager

Kim Wachtelhausen
Bureau of Educator Effectiveness
and Professional Learning
Education Consultant

CSDE Consultants and Contributing Authors

Jay Brown
Bureau of Special Education
Associate Education Consultant

Jocelyn Mackey
Bureau of Health, Nutrition,
Family Services and Adult Education
Education Consultant

Claudine Primack
Bureau of Educator Effectiveness
and Professional Learning
Education Consultant

Kim Traverso, LPC
Education Consultant Bureau of
Health, Nutrition, Family Services
and Adult Education

Committee Members and Contributing Authors

Timothy M. Breslin, Ph.D.
Connecticut Association of Schools
Assistant Executive Director

Carol Bunk
ACES-Village School
Principal

Carole Kerkin
Capital Region Education Council (CREC)
Assistant Director of Student Services

Teresa Cherry-Cruz M.S. CCC/SLP
Bridgeport Public Schools
Director of Speech Language Hearing

Linda DeFrancesco
ACES-Center for Autism and
Developmental Disorders
Principal

Eric Elias
Meriden Public Schools
School Psychologist

Janet Edgren PT, C/NDT
ACES
Chairperson Physical Therapy Internal
Services

Lori Foote-Mitchell
Windsor Public Schools
Director of School Counseling,
Chair Special Education Department

Carl Gross
Region 1 Public Schools
Director of Pupil Services

Jessica Grzegorek
Cromwell Public Schools
Special Education Teacher

Holly Hollander
Cromwell Public Schools
Director of Curriculum

Anne Kipp
Region 9 Easton/Redding Public Schools
Director of School Counseling-Retired

Patricia Sullivan Kowalski
Meriden Public Schools
Director of the Office of Pupil Personnel

Jill LaPlante
Region 5 Public Schools
Director of Counseling Services

Jennifer Luckart M.S., CCC/SLP
Bridgeport Public Schools
Speech Language Pathologist

Rose Morrow, CCC-SLP
ACES – Village School
Assistant Principal

Jane Natoli
Waterbury Public Schools
Instructional Coach

Ellen O'Brien
Bridgeport Public Schools
Teacher

Paula Panos
Region 9 Easton/Redding Public Schools
Director of School Counseling

Elisabeth Pasqua
Waterbury Public Schools
Literacy Coach

Erin Putnam
Region 10 Public Schools
Director of School Counseling 6-12

Deb Richards
Capital Region Education Council (CREC)
Director of Student Services

Julie Sochacki
Waterbury Public Schools
Literacy Teacher

Pam Sordi
Region 16 Public Schools
Director of School Counseling

Linda M. Steller, M.A.
ACES
Teacher of Students with Visual
Impairments

Vanessa Taragowski
ACES
Director Pupil Services/Collaborative
Programs

Vonda Tencza
Hebron Public Schools
Director of Curriculum and Technology

Katy Torres
Waterbury Public Schools
District Literacy Facilitator

Christine VanDeusen
LEARN
Coordinator

Karla N. Vazquez, Psy.S.
Darien Public Schools
Certified School Psychologist

Margaret Walsh
Southington Public Schools
Director of Pupil Services

Patricia Williams
Waterbury Public Schools
Literacy Coach

Ana Wittig
Oak Hill School
Vice President of Education

Richard. P. Zipoli, Ph.D., CCC-SLP
Department of Communication Disorders
Southern Connecticut State University
Assistant Professor

Introduction

The Connecticut State Department of Education (CSDE) recognizes the challenges faced by districts in the evaluation of educators who teach in non-tested grades and subjects. A group of these individuals is referred to as student and educator support specialists (SESS). Support specialists or service providers are those individuals who, by the nature of their job description, do not have traditional classroom assignments but serve a “caseload” of students, staff or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students.

The CSDE, in partnership with SESS representatives from around the state, developed the *CCT Rubric for Effective Service Delivery 2014* for use with support specialists. This rubric was purposefully developed as a companion to the *CCT Rubric for Effective Teaching 2014* and parallels its structure and format to illustrate the common characteristics of effective practice across a variety of educators in the service of learners.

In spring 2015, phase 1 of a validation study of the *CCT Rubric for Effective Service Delivery* began with an extended group of field practitioners. This work resulted in an improved version of the rubric to embrace a wider range of service provider roles and responsibilities with greater attention to both student and adult learners. As with any tool for the observation of educator performance and practice, the *CCT Rubric for Effective Service Delivery 2015* is offered as an option for use as part of a district’s evaluation and support plan and can be considered by the established district Professional Development and Evaluation Committee (PDEC). Specifically, school psychologists, speech and language pathologists, school social workers and school counselors may find this adapted rubric to most closely represent a progression of their practice; however, this most recent version has considered other educators in a school that may have unique assignments and responsibilities (e.g., board-certified behavior analyst (BCBA), home school family liaison, instructional coach, transition coordinator, etc.).

Training and Proficiency

The *CCT Rubric for Effective Service Delivery 2015* may be used by trained and proficient evaluators to observe a support specialist. Accurate and reliable evaluation of the domains, indicators and attributes can only be achieved through careful, rigorous training and demonstrated proficiency that build on the experience base and professional judgment of the educators who use this instrument. As part of the CSDE-sponsored training, evaluators will be provided sample performances and artifacts as well as a supplemental handbook to guide their ratings.

IMPORTANT! The CCT Rubric for Effective Service Delivery 2015 is not a checklist with predetermined points. Rather, it is a tool that, when combined with training to ensure consistency and reliability of the collection of evidence, can lead to high quality feedback and inform professional learning opportunities to advance professional practice.

Calibration

To ensure consistent and fair evaluations across different observers, settings and educators, observers need to regularly calibrate their judgments against those of their colleagues. Engaging in ongoing calibration activities conducted around a common understanding of good teaching or service delivery will help to establish inter-rater reliability and ensure fair and consistent evaluations. Calibration activities offer the opportunity to participate in rich discussion and reflection through which to deepen understanding of the *CCT Rubric for Effective Service Delivery 2015* and ensure that observers can accurately measure educator practice against the indicators within the observation tool.

Introduction

Observation Process

The *CCT Rubric for Effective Service Delivery 2015* can be used by trained and proficient evaluators to observe SESS practices. Each educator shall be observed, at a minimum, as stated in the Connecticut Guidelines for Educator Evaluation. In order to promote an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations. All observations should be followed by feedback, either verbal (e.g., a post-conference, comments about professional meetings/presentations, etc.) or written (e.g., via e-mail, comprehensive write-up or both), within days of an observation. Specific, actionable feedback is also used to identify professional learning needs and tailor support to address those needs.

Evidence can be gathered from formal observations, informal observations and non-classroom observations/reviews of practice. As part of the initial goal-setting conference for SESS providers, it will be important to discuss with an evaluator the various learning environments where opportunities for observation can occur. Although the Connecticut Guidelines for Educator Evaluation do not specifically define these types of observations, the state model known as the System for Educator Evaluation and Development (SEED), provides the following definitions:

Formal In-Class/Learning Environment Observations:

At least 30 minutes followed by a post-observation conference, which includes timely written and verbal feedback.

Informal In-class/Learning Environment Observations:

At least 10 minutes followed by written or verbal feedback.

Non-classroom Observations/Reviews of Practice: Include, but are not limited to, observation of data team meetings or team meetings focused on individual students or groups of students, observations of early intervention team meetings, observations of individual or small group instruction with a student outside the classroom, collaborative work with staff in and out of the classroom, provision of training and technical assistance with staff or families, and leading schoolwide initiatives directly related to the support specialist's area of expertise.

The following protocol may be used for conducting a formal in-class/learning environment observation that requires a pre- and post-conference:

- A. Pre-Conference:** Before the observation, the evaluator will review planning documentation and other relevant artifacts provided by the service provider in order to understand the context for the work to be observed, including the objectives for the activity; the service to be delivered; how effectiveness of the activity will be assessed before, during and after; what materials and resources will be used.
- B. Observation:** Evaluators will collect evidence mostly for Domains 1 and 3 during the in-class observation.
- C. Post-Conference:** The post-observation conference gives the service provider the opportunity to reflect on and discuss the practice observed, progress of the recipients of the service, adjustments made during service delivery, further supporting artifacts as well as describe the impact on future services and supports.
- D. Analysis:** The evaluator analyzes the evidence gathered during the observation and the pre- and post-conferences and identifies the applicable performance descriptors contained in the *CCT Rubric for Effective Service Delivery 2015*.
- E. Ratings/Feedback:** Based on the training guidelines for the *CCT Rubric for Effective Service Delivery 2015*, the evaluator will tag evidence to the appropriate indicator within the domains of the rubric and provide feedback to the service provider. Although each attribute within an indicator may not be applicable to the service provider's role or the specific learning environment where the observation is taking place, a trained evaluator should be able to collect evidence for most attributes within each indicator during an academic year.





Comparison of the CT Common Core of Teaching and the CCT Rubric for Effective Service Delivery 2015

The *Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015* is completely aligned with the CCT. The *CCT Rubric for Effective Service Delivery 2015* will be used to evaluate a service provider's performance and practice, which accounts for 40 percent of his or her annual summative rating, as required in the Connecticut Guidelines for Educator Evaluation and represented within the state model, the System for Educator Evaluation and Development (SEED).

Because service delivery is a complex, integrated activity, the domain indicators from the CCT Foundational Skills (2010) have been consolidated and reorganized in this rubric for the purpose of describing essential and critical aspects of practice. For the purpose of the rubric, the domains have also been renumbered. **The four domains and 12 indicators** (three per domain) identify the essential aspects of a service provider's performance and practice.

CT Common Core of Teaching Standards		CCT Rubric for Effective Service Delivery 2015		Generally Observed
Domain 1	Content and Essential Skills, which includes The CT Core Standards and other CT content standards			<i>Demonstrated at the pre-service level as a pre-requisite to certification and embedded within the rubric</i>
Domain 2	Classroom Environment, Student Engagement and Commitment to Learning	Domain 1	Learning Environment, Engagement and Commitment to Learning	In-class/Learning Environment Observations
Domain 3	Planning for Active Learning	Domain 2	Planning for Active Learning	Non-classroom Observations/ Reviews of Practice
Domain 4	Instruction for Active Learning	Domain 3	Service Delivery	In-class/Learning Environment Observations
Domain 5	Assessment for Learning			<i>Now integrated throughout the other domains</i>
Domain 6	Professional Responsibilities and Teacher Leadership	Domain 4	Professional Responsibilities and Leadership	Non-classroom Observations/ Reviews of Practice

CCT Rubric for Effective Service Delivery 2015 — At a Glance

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Reviews of Practice
<p> Domain 1: Learning Environment, Engagement and Commitment to Learning</p>	<p> Domain 2: Planning for Active Learning</p>
<p><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>1a. Promoting a positive learning environment that is respectful and equitable.</p> <p>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.</p> <p>1c. Maximizing service delivery by effectively managing routines and transition.</p>	<p><i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.</p> <p>2b. Developing plans to actively engage learners in service delivery.</p> <p>2c. Selecting appropriate assessment strategies to identify and plan learning targets.</p>
<p> Domain 3: Service Delivery</p>	<p> Domain 4: Professional Responsibilities and Leadership</p>
<p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>3a. Implementing service delivery for learning.</p> <p>3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>3c. Assessing learning, providing feedback and adjusting service delivery.</p>	<p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <p>4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.</p>

Domain 1: Learning Environment, Engagement and Commitment to Learning

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:					
INDICATOR 1a: Promoting a positive learning environment that is respectful and equitable.¹					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Rapport and positive social interactions	Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners.	Interactions between service provider and learners are generally positive and respectful. The provider inconsistently attempts to promote positive social interactions among learners.	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions among learners.	Fosters an environment where learners proactively demonstrate positive social interactions and conflict-resolution skills.
	Respect for learner diversity²	Establishes and maintains a learning environment that disregards learners' cultural, social or developmental differences.	Establishes and maintains a learning environment that is inconsistently respectful of learners' cultural, social or developmental differences.	Establishes and maintains a learning environment that is consistently respectful of learners' cultural, social or developmental differences.	Recognizes and incorporates learners' cultural, social and developmental diversity as an asset to enrich learning opportunities.
	Environment supportive of intellectual risk-taking	Creates or promotes a learning environment that discourages learners to take intellectual risks.	Creates or promotes a learning environment that encourages some but not all learners to take intellectual risks.	Consistently creates or promotes a learning environment that encourages learners to take intellectual risks.	Creates an environment where learners are encouraged to take risks by respectfully questioning or challenging ideas presented.
	High expectations for learning	Establishes and communicates few or unrealistic expectations for learners.	Establishes and communicates realistic expectations for some, but not all learners.	Establishes and communicates high but realistic expectations for all learners.	Creates opportunities for learners to set their own goals and take responsibility for their own growth and development.

1. A respectful and equitable learning environment supports whole-child development and the understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes. Branson, C. & Gross, S. (Eds.). (2014). *Handbook of Ethical Educational Leadership*. New York: Routledge.

2. Respect for learner diversity means recognizing individual differences, including but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

Domain 1: Learning Environment, Engagement and Commitment to Learning

<i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i> INDICATOR 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Communicating and reinforcing appropriate standards of behavior	Minimally communicates and/or reinforces appropriate standards of behavior resulting in interference with learning.	Inconsistently communicates or reinforces appropriate standards of behavior resulting in some interference with learning.	Communicates and reinforces appropriate standards of behavior that support a productive learning environment.	Creates opportunities for learners to take responsibility for their own behavior or seamlessly responds to misbehavior.
	Promoting social and emotional competence³	Minimally attentive to teaching, modeling or reinforcing social skills and provides little to no opportunity for learners to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, or reinforces social skills and limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.	Encourages learners to independently apply proactive strategies ⁴ and take responsibility for their actions.

3. Social competence is exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, and Rhee, 2000).

4. Proactive strategies include self-regulation strategies, problem-solving strategies, conflict resolution processes, interpersonal communication and responsible decision-making.

Domain 1: Learning Environment, Engagement and Commitment to Learning

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by: INDICATOR 1c: Maximizing service delivery by effectively managing routines and transition.⁵					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Routines and transitions appropriate to needs of learners	Implements and manages routines and transitions resulting in significant loss of service delivery time.	Implements and manages routines and transitions resulting in some loss of service delivery time.	Implements and manages effective routines and transitions that maximize service delivery time.	Encourages or provides opportunities for learners to demonstrate or independently facilitate routines and transitions.

5. Routines can be instructional or non-instructional organizational activities. Transitions are non-instructional activities such as moving from one grouping, task or context to another.

Domain 2: Planning for Active Learning

Service providers design⁶ academic, social/behavioral, therapeutic, crisis or consultative plans⁷ to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Standards alignment	Designs plans that are misaligned with relevant Connecticut content standards ⁸ or discipline-specific state and national guidelines.	Designs plans that partially align with relevant Connecticut content standards, or discipline-specific state and national guidelines.	Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.	Designs plans that enable learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work.
	Evidence-based practice	Designs plans that are not evidence based.	Designs plans that are partially evidence based.	Designs plans using evidence-based practice.	Designs plans that challenge learners to apply learning to new situations.
	Use of data to determine learner needs and level of challenge	Designs plans without consideration of learner data.	Designs plans using limited sources of data to address learner needs and to support an appropriate level of challenge.	Designs targeted and purposeful plans using multiple sources of data ⁹ to address learner needs and support an appropriate level of challenge.	Proactive in obtaining, analyzing and using data to guide collaborative planning.
	Targeted and specific objectives for learners	Develops objectives that are not targeted or specific to the needs of learners.	Develops objectives that are targeted or specific to the needs of some, but not the majority of, learners.	Develops objectives that are targeted and specific to the needs of all learners.	Plans include opportunities for learners to develop their own objectives.

6. Depending upon the role of the service provider, the action verb could be design, collaborate, inform or consult.

7. Academic, behavioral, therapeutic, crisis or consultative plans may be developed for and directed to whole group, small group and or individual learners.

8. Connecticut content standards are standards developed for all content areas including Common Core State Standards (CCSS) inclusive of College and Career Ready Anchor Standards and Early Learning and Development Standards (ELDS).

9. Multiple sources of data may include existing data or data to be collected (progress monitoring). Data may be formal (standardized tests) or informal (survey responses, interviews, anecdotal records, grades) and may be formative or summative.

Domain 2: Planning for Active Learning

<i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i> INDICATOR 2b: Developing plans to actively engage learners in service delivery.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Strategies, tasks and questions	Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement.	Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement.	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.	Selects or designs plans that allow learners to apply or extend learning to the school setting and larger world.
	Resources¹⁰ and flexible groupings¹¹ and new learning	Selects or designs resources or groupings that do not actively engage learners or support new learning.	Selects or designs resources and groupings that actively engage and support some, but not all, learners.	Selects or designs a variety of resources and flexible groupings that actively engage learners in demonstrating new learning in multiple ways.	Selects or designs opportunities for learners to make choices about resources and flexible groupings to support and extend new learning.

10. Resources include, but are not limited to, available textbooks, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software kits, games, pictures, posters, artistic prints, study prints, sculptures, models, maps, motion pictures, audio and video recordings, DVDs, streaming media, multimedia, dramatic productions, performances, concerts, written and

performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

11. Flexible groupings are groupings of learners that are changeable based on the purpose of the service delivery and on changes in the needs of individual learners over time.

Domain 2: Planning for Active Learning

Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 2c: Selecting appropriate assessment strategies¹² to identify and plan learning targets.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Selection of assessments and interpretation of results	Does not use knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Uses knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Conducts information sessions with colleagues to enhance understanding of the assessment selection process, information obtained and development of learning plans.
	Criteria for learner success	Does not identify appropriate criteria for assessing learner success.	Identifies general criteria for assessing learner success.	Identifies objective and measurable criteria for assessing learner success.	Integrates learner input into the plan for assessing learner success.
	Ongoing assessment of learning	Does not plan for use of assessment strategies or methods to monitor or adjust service delivery.	Plans for use of assessment strategies or methods that provide limited opportunities to monitor or adjust service delivery.	Plans for use of assessment strategies or methods at critical points to effectively monitor or adjust service delivery.	Plans to engage learners in using assessment criteria to self-monitor and reflect on learning.

12. Assessment strategies are used to evaluate learners before, during and after service delivery. Entry assessments are often diagnostic and used to determine eligibility for services. Formative assessment is part of the process used by service providers during service delivery, which provides feedback to monitor and adjust ongoing services. Summative assessments are used to evaluate learners at the end of a service delivery plan to determine learner success.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3a: Implementing service delivery¹³ for learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Purpose of service delivery	Does not communicate academic or social/behavioral expectations for service delivery.	Communicates academic or social/behavioral expectations for service delivery in a way that results in the need for further clarification.	Clearly communicates academic or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut content standards or discipline-specific state and national guidelines.	Provides opportunities for learners to communicate how academic or social/behavioral expectations can apply to other situations.
	Precision of service delivery	Delivery of services is inconsistent with planning.	Delivery of services is consistent with some but not all services as planned.	Delivery of services is consistent with planning and demonstrates flexibility and sensitivity for the majority of learners.	Delivery of services demonstrates flexibility and sensitivity for all learners.
	Progression of service delivery	Delivers services in an illogical progression.	Generally delivers services in a logical and purposeful progression.	Delivers services in a logical and purposeful progression.	Challenges all learners to take responsibility and extend their own learning.
	Level of challenge	Delivers services that are at an inappropriate level of challenge for learners.	Delivers services at an appropriate level of challenge for some, but not all, learners.	Delivers services at an appropriate level of challenge for the majority of learners.	Provides opportunities for all learners to extend learning beyond expectations, make cross-curricular connections or generalize behavior to multiple situations, as appropriate.

13. Service delivery is derived from a framework of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Strategies, tasks and questions	Uses tasks and questions that do not engage learners in purposeful learning.	Uses tasks or questions to actively engage some, but not all, learners in constructing new learning.	Uses differentiated strategies, tasks, and questions to actively engage the majority of learners in constructing new and meaningful learning through integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse or inquiry.	Includes opportunities for all learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, synthesize and communicate information.
	Resources and flexible groupings and new learning	Uses available resources or groupings that do not actively engage learners and support new learning.	Uses available resources or groupings that actively engage some, but not all, learners and support some new learning.	Uses multiple resources or flexible groupings to actively engage the majority of learners in demonstrating new learning in a variety of ways.	Promotes learner ownership, self-direction, and choice of available resources or flexible groupings.
	Learner responsibility and independence	Implements service delivery that is primarily provider-directed, and provides little or no opportunities for learners to develop independence.	Implements service delivery that is mostly provider directed and provides some opportunities for learners to develop independence and share responsibility for the learning.	Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.	Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATOR 3c: Assessing learning, providing feedback¹⁴ and adjusting service delivery.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Criteria for learner success	Does not communicate criteria for academic or social/behavioral success.	Communicates general criteria for academic or social/behavioral success.	Communicates or models specific criteria for academic or social/behavioral success.	Integrates learner input in identifying criteria for individualized academic or social/behavioral success.
	Ongoing assessment of learning	Uses assessment strategies or methods that are not relevant to academic or social/behavioral outcomes.	Uses assessment strategies or methods that are partially aligned to intended academic or social/behavioral outcomes.	Uses a variety of assessment strategies or methods that elicit specific evidence of intended academic or social/behavioral outcomes at critical points throughout service delivery.	Provides opportunities for learners to identify strengths, needs, and help themselves or their peers to improve learning.
	Feedback to learner	Provides no meaningful feedback or feedback is inaccurate and does not support improvement toward academic or social/behavioral outcomes.	Provides general feedback that partially supports improvement toward academic or social/behavioral outcomes.	Provides specific, timely, accurate and actionable feedback that supports the improvement and advancement of academic or social/behavioral outcomes.	Encourages self-reflection or peer feedback that is specific and focused on advancing learning.
	Adjustments to service delivery¹⁵	Adjustments to service delivery are not responsive to learner performance or engagement in tasks.	Adjustments to service delivery are responsive to some, but not all, learners' performance or engagement in tasks.	Adjustments to service delivery are responsive to learner performance or engagement in tasks.	Engages learners in identifying ways to adjust their academic or social/behavioral plan.

14. Effective feedback is descriptive and immediate and helps learners to improve their performance by telling them what they are doing well while providing meaningful, appropriate and specific suggestions for improvement, as appropriate.

15. Adjustments to service delivery are based on information gained from progress monitoring. Service providers make purposeful decisions about changes necessary to help learners achieve service delivery outcomes.

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:					
INDICATOR 4a: Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Self-evaluation/ reflection	Does not self-evaluate/reflect on how practice affects learning.	Self-evaluates/reflects on practice and impact on learning, but takes limited or ineffective action to improve individual practice.	Self-evaluates/reflects on individual practice and the impact on learning; identifies areas for improvement and takes effective action to improve professional practice.	Uses ongoing self-evaluation/ reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
	Response to feedback	Does not accept feedback and recommendations or make changes for improving practice.	Accepts feedback and recommendations but changes in practice are limited or ineffective.	Willingly accepts feedback and recommendations and makes effective changes in practice.	Proactively seeks feedback in order to improve in a range of professional practices.
	Professional learning	Does not actively participate in professional learning opportunities.	Participates in required professional learning opportunities but makes minimal contributions.	Participates actively in required professional learning and seeks opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in or initiates opportunities for professional learning with colleagues, families or community.

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:

INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Collaboration with colleagues	Attends required meetings but does not use outcomes of discussions to adjust service delivery.	Participates in required meetings and uses some outcomes of discussions to adjust service delivery.	Collaborates with colleagues regularly to synthesize and analyze data and adjust practice accordingly.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt practices to support professional growth and development.
	Ethical conduct	Does not act in accordance with ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Acts in accordance with and supports colleagues in adhering to ethical codes of conduct and professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
	Maintenance of records	Records are incomplete, or confidential information is stored in an unsecured location.	Records are complete but may contain some inaccuracies. Confidential information is stored in a secured location.	Records are complete, organized and accurate. Confidential information is stored in a secured location.	Supports and assists colleagues, in the larger school community, in maintaining accurate and secure records.
	Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner, and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

Domain 4: Professional Responsibilities and Leadership

		<i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i> INDICATOR 4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.			
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Positive school climate	Does not contribute to developing and sustaining a positive school climate.	Takes a minimal role in engaging with colleagues, learners or families to develop and sustain a positive school climate.	Engages with colleagues, learners or families to develop and sustain a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
	Stakeholder¹⁶ engagement	Does not communicate with stakeholders about learner academic or behavioral performance outside required reports and conferences.	Communicates with stakeholders about learner academic or behavioral performance through required reports and conferences, and makes some attempts to build relationships with some, but not all, stakeholders.	Communicates frequently and proactively with stakeholders about learner academic or behavioral expectations and performance, and develops positive relationships with stakeholders to promote learner success.	Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders and communities to support learner growth and development.
	Culturally responsive communications¹⁷ with stakeholders	Demonstrates a lack of awareness of cultural differences or inserts bias and negativity when communicating with stakeholders.	Demonstrates an awareness of some, but not all, cultural differences when communicating with stakeholders.	Demonstrates knowledge of cultural differences and communicates in a responsive manner with stakeholders and the community.	Leads efforts to enhance culturally responsive communications with stakeholders.

16. Stakeholders can include student/adult learners, families, colleagues, community members etc. and are determined by the role and delineated responsibilities of the service provider.

17. Culturally responsive communications use the cultural knowledge, prior experiences and performance styles of diverse learners to make learning more appropriate and effective and support connectedness between home and school experiences.