

# The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2017

**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**

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## 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.

### Validation Process

The *CCT Rubric for Effective Service Delivery 2014* has been in use in many school districts or Local Educational Agencies (LEAs) since its release in 2014. In order to ensure the validity of this rubric, the CSDE has continued its partnership with Professional Examination Services (ProExam), to seek feedback from teachers and administrators using the rubric and to facilitate data collection activities during the 2015–16 academic year. These activities included:

**Fairness Review**—Subject matter experts representing diverse perspectives reviewed the language of the rubric to ensure that it is free of bias and equally applicable to service providers of all grade levels, content areas, and assignments.

**Surveys**—Service providers and administrators in districts using the *CCT Rubric for Effective Service Delivery 2014* participated in an electronic survey to quantitatively and qualitatively evaluate the *CCT Rubric for Effective Service Delivery 2014* at the domain, indicator, attribute, and behavioral progression level.

Members of the original Validation Committee, established during the 2013–14 academic year, reconvened to systematically review the information from these activities and worked to address all issues raised via the independent data collection efforts

by endorsing or modifying the *CCT Rubric for Effective Service Delivery 2014*. The *CCT Rubric for Effective Service Delivery 2017* is the result of this validation process.

As with any tool for the observation of educator performance and practice, the *CCT Rubric for Effective Service Delivery 2017* 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 2017* 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 2017* 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.

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 2017* 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 2017* 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 service 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 2017*.
- E. Ratings/Feedback:** Based on the training guidelines for the *CCT Rubric for Effective Service Delivery 2017*, 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 2017





The *Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2017* is completely aligned with the CCT. The *CCT Rubric for Effective Service Delivery 2017* 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 2017		Generally Observed
Domain 1	Content and Essential Skills, which includes <b>The CT Core Standards</b> 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 2017 — 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> <ol style="list-style-type: none"> <li>1a. Promoting a positive learning environment that is respectful and equitable.</li> <li>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.</li> <li>1c. Maximizing service delivery by effectively managing routines and transition.</li> </ol>	<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> <ol style="list-style-type: none"> <li>2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.</li> <li>2b. Developing plans to actively engage learners in service delivery.</li> <li>2c. Selecting appropriate assessment strategies to identify and plan learning targets.</li> </ol>
<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> <ol style="list-style-type: none"> <li>3a. Implementing service delivery for learning.</li> <li>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.</li> <li>3c. Assessing learning, providing feedback and adjusting service delivery.</li> </ol>	<p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ol style="list-style-type: none"> <li>4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.</li> <li>4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.</li> <li>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.</li> </ol>

## 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:					
<b>INDICATOR 1a: Promoting a positive learning environment that is respectful and equitable.<sup>1</sup></b>					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
<b>ATTRIBUTES</b>	<b>Rapport and positive social interactions</b>	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 and/or the provider inconsistently attempts to promote positive social interactions.	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions.	Fosters an environment where learners have opportunities to proactively demonstrate positive social interactions and/or conflict-resolution skills.
	<b>Respect for learner diversity<sup>2</sup></b>	Establishes a learning environment that disregards learners' cultural, social and/or developmental differences, or does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of learners' cultural, social and/or developmental differences.	Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences.	Recognizes and incorporates learners' cultural, social and/or developmental diversity to enrich learning opportunities.
	<b>Environment supportive of risk-taking<sup>3</sup></b>	Creates or promotes a learning environment that discourages learners from attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes.	Inconsistently creates or promotes a learning environment that encourages learners to attempt tasks, respond to questions and challenges, or feel safe to make and learn from mistakes.	Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes.	Creates or promotes an environment where learners are encouraged to respectfully question or challenge ideas presented.
	<b>High expectations for learning</b>	Does not establish expectations for learning.	Establishes expectations that are too high or too low, or inconsistently reinforces realistic expectations for learning/growth and development.	Establishes and consistently reinforces high and realistic expectations for learning/growth and development.	Creates opportunities for learners to 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.

3. Take risks: Fostering a classroom environment that promotes risk-taking involves building trust; students' trust in the teacher and other students in the class. Students who trust their teachers believe that teachers will turn their failures into learning opportunities.



## 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:					
<b>INDICATOR 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.</b>					
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
<b>ATTRIBUTES</b>	<b>Communicating and reinforcing appropriate standards of behavior</b>	Demonstrates little or no evidence of establishing and/or reinforcing appropriate standards of behavior resulting in interference with learning.	Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with learning.	Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment.	Creates opportunities for learners to take responsibility for their own behavior and/or seamlessly responds to misbehavior.
	<b>Promoting social and emotional competence<sup>4</sup></b>	Provides little to no teaching, modeling or reinforcing social skills or provides little to no opportunities for learners to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, and/or reinforces social skills and/or 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 <sup>5</sup> and social skills and take responsibility for their actions.

4. 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).

5. 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: <b>INDICATOR 1c: Maximizing service delivery by effectively managing routines and transition.<sup>6</sup></b>					
		BELOW STANDARD	DEVELOPING	PROFICIENT	<b>EXEMPLARY</b> <i>All characteristics of Proficient, plus one or more of the following:</i>
<b>ATTRIBUTES</b>	<b>Routines and transitions appropriate to needs of learners</b>	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.	Establishes an environment in which learners independently facilitate routines and transitions.

6. 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 design<sup>7</sup> academic, social/behavioral, therapeutic, crisis or consultative plans<sup>8</sup> 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	<b>EXEMPLARY</b> <i>All characteristics of Proficient, plus one or more of the following:</i>
<b>ATTRIBUTES</b>	<b>Standards alignment</b>	Designs plans that are misaligned with or does not address the Connecticut Core Standards and/or other appropriate content standards. <sup>9</sup>	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 encourage learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work.
	<b>Evidence-based practice</b>	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.
	<b>Use of data to determine learner needs and level of challenge</b>	Designs plans without consideration of data.	Designs plans using limited sources of data <sup>10</sup> to address learner needs and to support an appropriate level of challenge.	Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge.	Proactive in obtaining, analyzing and using data to guide collaborative planning.
	<b>Targeted and specific objectives for learners</b>	Develops objectives that are not targeted or specific to the needs of learners.	Develops objectives that are related, but not targeted or specific to the needs of learners.	Develops objectives that are targeted and specific to the needs of learners.	Plans include opportunities for learners to inform the development of future objectives.

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

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

9. Content standards: Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

10. 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> <b>INDICATOR 2b: Developing plans to actively engage learners in service delivery.</b>					
		BELOW STANDARD	DEVELOPING	PROFICIENT	<b>EXEMPLARY</b> <i>All characteristics of Proficient, plus one or more of the following:</i>
<b>ATTRIBUTES</b>	<b>Strategies, tasks and questions</b>	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 provide opportunities for learners to apply or extend learning to new situations.
	<b>Resources<sup>11</sup> and/or flexible groupings<sup>12</sup> and new learning</b>	Selects or designs resources and/or groupings that do not engage learners or support new learning.	Selects or designs resources and/or groupings that minimally engage learners.	Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning.	Selects or designs opportunities for learners to make choices about resources and/or flexible groupings that support and extend new learning.

11. 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.

12. 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 strategies<sup>13</sup> to identify and plan learning targets.**

		BELOW STANDARD	DEVELOPING	PROFICIENT	<b>EXEMPLARY</b> <i>All characteristics of Proficient, plus one or more of the following:</i>
<b>ATTRIBUTES</b>	<b>Selection of assessments and interpretation of results</b>	Does not use knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.	Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.	Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.	Consults with others to enhance understanding of the assessment selection process, the information obtained, and the subsequent development of learning plans.
	<b>Criteria for learner success</b>	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.	Identifies opportunities for learners and/or others to be involved in developing and/or interpreting criteria for learners' success.
	<b>Ongoing assessment of learning</b>	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 and/or adjust service delivery.	Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.	Plans to engage learners in using assessment criteria to self-monitor and reflect on learning.

13. 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 delivery<sup>14</sup> for learning.**

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
<b>ATTRIBUTES</b>	<b>Purpose of service delivery</b>	Does not communicate academic and/or social/behavioral expectations for service delivery.	Communicates academic and/or social/behavioral expectations for service delivery in a way that requires further explanation.	Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards.	Provides opportunities for learners to communicate how academic and/or social/behavioral expectations apply to other situations.
	<b>Precision of service delivery</b>	Delivers services with significant error(s) <i>and</i> uses imprecise language to convey ideas, resulting in learning misunderstanding.	Delivers services with minor error(s) <i>or</i> uses imprecise language to convey ideas, resulting in the need for clarification.	Delivers services accurately, resulting in learning.	Effectively delivers services that extend learners' understanding.
	<b>Progression of service delivery</b>	Delivers services which lack a logical and purposeful progression.	Delivers services in a generally logical and purposeful progression, but are not sensitive to learner needs.	Delivers services in a logical and purposeful progression that meet the needs of learners.	Provides learners with opportunities that challenge them to take responsibility and extend their own learning.
	<b>Level of challenge</b>	Does not provide an opportunity for challenge.	Provides some challenges that align to learning needs.	Consistently delivers services at a level of challenge that aligns to learners' needs.	Provides opportunities for learners to extend learning beyond expectations.

14. 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	<b>EXEMPLARY</b> <i>All characteristics of Proficient, plus one or more of the following:</i>
<b>ATTRIBUTES</b>	<b>Strategies, tasks and questions</b>	Uses a limited combination of tasks and questions that do not result in new and meaningful learning.	Uses a limited combination of tasks or questions that result in new and meaningful learning.	Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse or inquiry.	Includes opportunities for learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, and synthesize and communicate information.
	<b>Resources and flexible groupings and new learning</b>	Limited use of available resources or groupings that do not actively engage learners and support new learning.	Uses available resources or groupings to actively engage learners and support some new learning.	Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings.	Fosters learner ownership, self-direction, and choice of available resources or flexible groupings.
	<b>Learner responsibility and independence</b>	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 feedback<sup>15</sup> and adjusting service delivery.**

		BELOW STANDARD	DEVELOPING	PROFICIENT	<b>EXEMPLARY</b> <i>All characteristics of Proficient, plus one or more of the following:</i>
<b>ATTRIBUTES</b>	<b>Criteria for learner success</b>	Does not communicate criteria for learner success.	Communicates general criteria for learner success.	Communicates specific observable and measurable criteria for learner success.	Provides opportunities for learners to be involved in developing and/or interpreting criteria for their own success.
	<b>Ongoing assessment of learning</b>	Monitors learning with focus limited to task completion and/or compliance rather than learners' achievement of purpose/objective.	Monitors learning with focus on progress toward achievement of the intended purpose/objective.	Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective.	Promotes learners' self-monitoring and self-assessment to improve their learning.
	<b>Feedback to learner</b>	Provides no meaningful feedback or feedback lacks specificity and/or does not support improvement toward academic or social/behavioral outcomes.	Provides feedback that partially supports improvement toward academic or social/behavioral outcomes.	Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes.	Fosters self-reflection and/or peer feedback that is specific and focused on advancing learning.
	<b>Adjustments to service delivery<sup>16</sup></b>	Makes no attempts to adjust service delivery in response to learners' performance or engagement in tasks.	Makes some attempts to adjust service delivery in response to learners' performance or engagement in tasks.	Adjusts to service delivery in response to learners' performance or engagement in tasks.	Develops differentiated methods to obtain feedback from learners in order to assist in adjustment of service delivery.

15. 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.

16. 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

		<i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i> <b>INDICATOR 4a: Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.</b>			
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	Self-evaluation/ reflection	Insufficiently reflects and analyzes practice and impact on learners.	Self-evaluates and reflects on practice and impact on learners, but makes limited effort to improve practice.	Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
	Response to feedback	Does not accept supervisor or peer feedback and recommendations or make changes for improving practice.	Accepts supervisor or peer feedback and recommendations but changes in practice are limited or ineffective.	Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice.	Proactively seeks supervisor and peer feedback in order to improve in a range of professional practices.
	Professional learning <sup>17</sup>	Does not engage in professional learning activities.	Engages in required professional learning opportunities, but application of learning to practice is minimal.	Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.	Facilitates professional learning with colleagues, families or community.

17. Connecticut's Definition of Professional Learning: High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

## 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	<b>EXEMPLARY</b> <i>All characteristics of Proficient, plus one or more of the following:</i>
<b>ATTRIBUTES</b>	<b>Collaboration with colleagues<sup>18</sup></b>	Does not collaborate with colleagues to improve service delivery and learning.	Collaborates with colleagues with limited impact on service delivery and learning.	Collaborates with colleagues to improve service delivery and learning.	Leads efforts to improve and strengthen the school climate.
	<b>Professional responsibility and ethics<sup>19</sup></b>	Does not consistently demonstrate professional responsibilities and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Exhibits practices that demonstrate the need for increased awareness of the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Consistently exhibits professional responsibilities and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.
	<b>Maintenance of records</b>	Records/data are incomplete, or confidential information is stored in an unsecured location.	Records/data are complete but may contain some inaccuracies. Confidential information is stored in a secured location.	Records/data are complete, organized and accurate. Confidential information is stored in a secured location.	Shares best practices in maintenance of records/data.

18. **Colleague:** A colleague is a person with whom an educator works, including, but not limited to, other teachers, administrators, support staff, and paraeducators.

19. **Connecticut Code of Professional Responsibility for Teachers:** A set of principles which the teaching profession expects its members to honor and follow; and serves as a basis for decisions on issues pertaining to licensure and employment. (Regulations of Connecticut State Agencies Section 10-145d-400a).

## Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by: <b>INDICATOR 4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.</b>					
		BELOW STANDARD	DEVELOPING	PROFICIENT	<b>EXEMPLARY</b> <i>All characteristics of Proficient, plus one or more of the following:</i>
<b>ATTRIBUTES</b>	<b>Positive school climate</b>	Does not comply with efforts to develop and sustain a positive school climate.	Complies with efforts to develop and/or sustain a positive school climate.	Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.	Leads efforts to improve and strengthen the school climate.
	<b>Stakeholder<sup>20</sup> engagement</b>	Limits communication with stakeholders to required reports and conferences.	Communicates with stakeholders through required reports and conferences, and makes some attempts to build relationships with some stakeholders.	Proactively communicates with stakeholders 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 to support learner growth and development.
	<b>Culturally responsive communications<sup>21</sup> with stakeholders</b>	Demonstrates bias or lack of cultural competence in interactions with stakeholders.	Interacts with stakeholders in a manner that indicates limited awareness of or respect for cultural differences.	Interacts with stakeholders in a culturally responsive manner.	Leads efforts to enhance culturally responsive communications with stakeholders.

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

21. 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.