

# *The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014*

*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.*



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# Introduction

## *Introduction to The CCT Rubric for Effective Service Delivery 2014*

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 are referred to as Student and Educator Support Specialists (SESS). SESS educators are those individuals who, by the nature of their job description, do not have traditional classroom assignments, but serve a “caseload” of students, staff and/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 some SESS educators. 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 children.

This version is offered as an option for use as part of a district’s evaluation and support plan and should be considered by the established district Professional Development and Evaluation Committee (PDEC) as part of the discussion of educator roles and responsibilities and appropriate observation frameworks. Specifically, School Psychologists, Speech and Language Pathologists, School Social Workers and Comprehensive School Counselors may find this version to be most appropriate. However, that does not exclude other educators in a school that have unique assignments and responsibilities ( e.g. Board-Certified Behavior Analyst (BCBA), Home School Family Liaison etc.) from considering this rubric as a tool for observation of their performance and practice.

## *Training and Proficiency*

The *CCT Rubric for Effective Service Delivery 2014* may be used by trained and proficient evaluators to observe a Students and Educator Support Specialist. Accurate and reliable evaluation of the competencies and indicators 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 decision rules to guide their ratings.

**Important!** The *CCT Rubric for Effective Service Delivery 2014* is **not a checklist with pre-determined points**. Rather, it is a tool that, when combined with training to ensure consistency and reliability of the collection of evidence, can lead to informed 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 and/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 2014* and ensure that observers can accurately measure educator practice against the indicators within the observation tool.



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# Observation Process

The *CCT Rubric for Effective Service Delivery 2014* 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 email, 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 and/or verbal feedback.

## **Non-classroom Observation/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 of the classroom, collaborative work with staff in and out of the classroom, provision of training and technical assistance with staff and/or families, and leading schoolwide initiatives directly related to the SESS provider'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 SESS 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 for 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 observation.

### **C. Post-Conference:**

The post-observation conference gives the SESS provider the opportunity to reflect 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 in the observation and the pre-and post-conferences and identifies the applicable performance descriptor contained in the *CCT Rubric for Effective Service Delivery 2014*.

### **E. Ratings / Feedback:**

Based on the training guidelines for the *CCT Rubric for Effective Service Delivery 2014*, the evaluator will tag evidence to the appropriate indicator within the domains of the rubric and provide feedback to the SESS provider. While it is **not** a requirement for any single observation, the evaluator may rate the indicators.



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# Comparison of the CT Common Core of Teaching and the *CCT Rubric for Effective Service Delivery 2014*

The **Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014** is completely aligned with the CCT. The **CCT Rubric for Effective Service Delivery 2014** will be used to evaluate a service provider's performance and practice, which accounts for 40 percent of his/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 original CCT 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 2014	Generally Observed
Domain 1	Content and Essential Skills which includes the <b>Common Core State Standards</b> <sup>1</sup> and Connecticut Content Standards		Demonstrated at the pre-service level as a pre-requisite to certification and embedded within the rubric
Domain 2	Classroom Environment, Student Engagement and Commitment to Learning	<b>Domain 1</b> Learning Environment, Student Engagement and Commitment to Learning	In-Class/Learning Environment Observations
Domain 3	Planning for Active Learning	<b>Domain 2</b> Planning for Active Learning	Non-classroom observations/ reviews of practice
Domain 4	Instruction for Active Learning	<b>Domain 3</b> Service Delivery	In-Class/Learning Environment Observations
Domain 5	Assessment for Learning		Now integrated throughout the other domains
Domain 6	Professional Responsibilities and Teacher Leadership	<b>Domain 4</b> Professional Responsibilities and Leadership	Non-classroom observations/ reviews of practice

<sup>1</sup> Text in RED throughout the document reflects Common Core State Standards





# The CCT Rubric for Effective Service Delivery 2014 – AT A GLANCE

## Evidence Generally Collected Through **Observations**

### **Domain 1** Learning Environment, Student Engagement and Commitment to Learning

**1**

*Service providers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:*

- 1a.** Promoting a positive learning environment that is respectful and equitable.
- 1b.** Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
- 1c.** Maximizing service delivery by effectively managing routines and transitions.

### **Domain 3** Service Delivery

**3**

*Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

- 3a.** Implementing service delivery for learning.
- 3b.** Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- 3c.** Assessing student learning, providing feedback to students and adjusting service delivery.

## Evidence Generally Collected Through **Non-Classroom/Reviews of Practice**

### **Domain 2** Planning for Active Learning

**2**

*Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

- 2a.** Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.
- 2b.** Planning prevention/intervention to actively engage students in the content.
- 2c.** Selecting appropriate assessment strategies to monitor student progress.

### **Domain 4** Professional Responsibilities and Leadership

**4**

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

- 4a.** Engaging in continuous professional learning to impact service delivery and student learning.
- 4b.** Collaborating to develop and sustain a professional learning environment to support student learning.
- 4c.** Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.



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# 1: Learning Environment, Student Engagement and Commitment to Learning

Service providers promote **student 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.<sup>2</sup>

	Below Standard	Developing	Proficient	Exemplary
<b>Attributes</b>				In addition to the characteristics of <b>Proficient</b> , including one or more of the following:
<b>Rapport and positive social interactions</b>	Interactions between service provider and students are negative or disrespectful and/or the provider does not promote positive social interactions among students.	Interactions between service provider and students are generally positive and respectful and/or the provider inconsistently makes attempts to promote positive social interactions among students.	Interactions between service provider and students are consistently positive and respectful and the provider regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
<b>Respect for student diversity<sup>3</sup></b>	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the provider does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
<b>Environment supportive of intellectual risk-taking</b>	Creates and/or promotes a learning environment that discourages students from taking intellectual risks.	Creates and/or promotes a learning environment in which some students are willing to take intellectual risks.	Creates and/or promotes a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the provider or other students.
<b>High expectations for student learning</b>	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; <b>OR</b> is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

<sup>2</sup> **Respectful and equitable learning environment:** 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*. Routledge.

<sup>3</sup> **Student diversity:** 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.



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# 1: Learning Environment, Student Engagement and Commitment to Learning

Service providers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

**Indicator 1b** | Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

**Below Standard**

**Developing**

**Proficient**

**Exemplary**

## Attributes

*In addition to the characteristics of **Proficient**, including one or more of the following:*

<p><b>Communicating, reinforcing and maintaining appropriate standards of behavior</b></p>	<p>Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.</p>	<p>Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.</p>	<p>Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.</p>	<p>Student behavior is completely developmentally appropriate. <b>OR</b> Service provider seamlessly responds to misbehavior without any loss of service delivery.</p>
<p><b>Promoting social competence<sup>4</sup> and responsible behavior</b></p>	<p>Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.</p>	<p>Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.</p>	<p>When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.</p>	<p>Students take an active role in maintaining high standards of behavior. <b>OR</b> Students are encouraged to independently use proactive strategies<sup>5</sup> and social skills and take responsibility for their actions.</p>

<sup>4</sup> **Social competence:** 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, & Rhee, 2000).

<sup>5</sup> **Proactive strategies:** Include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.



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# 1: Learning Environment, Student Engagement and Commitment to Learning

Service providers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

**Indicator 1C** | Maximizing service delivery by effectively managing routines and transitions.<sup>6</sup>

**Below Standard**

**Developing**

**Proficient**

**Exemplary**

## Attributes

### Routines and transitions appropriate to prior needs of students

Does not establish or ineffectively establishes routines. Does not manage transitions from one task to another effectively, resulting in significant loss of service delivery time.

Inconsistently establishes routines. Inconsistently manages transitions, resulting in some loss of service delivery time.

Establishes routines and effectively manages transitions resulting in maximized service delivery time.

*In addition to the characteristics of Proficient, including one or more of the following:*  
Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.

<sup>6</sup> **Routines and transitions:** 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.



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## 2: Planning for Active Learning

Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

**Indicator 2a** | Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge<sup>7</sup> for all students.

	Below Standard	Developing	Proficient	Exemplary
<b>Attributes</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Prevention/intervention plan<sup>8</sup> is aligned with standards</b>	Plans prevention/intervention that is misaligned with or does not address the <b>appropriate Connecticut content standards<sup>9</sup></b> and/or discipline-specific state and national guidelines.	Plans prevention/intervention that partially aligns <b>with appropriate Connecticut content standards</b> , and/or discipline-specific state guidelines.	Plans prevention/intervention that directly aligns with <b>appropriate Connecticut content standards</b> and/or discipline-specific state and national guidelines.	Anticipates and plans for challenges and considers proactive approaches to address these in advance.
<b>Prevention/intervention rests on evidence-based practice, student need and appropriate level of challenge</b>	Does not plan prevention/intervention using evidence-based practice, student need or <b>appropriate level of challenge</b> .	Partially plans prevention/intervention using evidence-based practice, student need and <b>appropriate level of challenge</b> .	Plans prevention/intervention using evidence-based practice, student need and <b>appropriate level of challenge</b> .	Plans to <b>challenge students to extend their learning to make connections to the school setting and larger world</b> .
<b>Use of data to determine students' prior knowledge and to differentiate based on students' learning needs</b>	Plans prevention/intervention without consideration of data, students' prior knowledge or different learning needs.	Plans prevention/intervention with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of data <sup>10</sup> to determine individual students' prior knowledge and skills to plan targeted, purposeful prevention/intervention that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data to advance learning, growth and development.
<b>Connection to school setting and larger world</b>	Plans prevention/intervention that includes few opportunities for students to <b>connect to school setting and larger world</b> .	Plans prevention/intervention that includes some opportunities for students to <b>connect to school setting and larger world</b> .	Plans prevention/intervention that <b>includes multiple opportunities for students to connect to school setting and larger world</b> .	Designs opportunities for students to independently select <b>prevention/intervention strategies that support their learning in the school setting and larger world</b> .

**Text in RED** reflects Common Core State Standards connections.

<sup>7</sup> **Level of challenge:** The range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy** - provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. **Webb's Depth of Knowledge (DOK)** - a scale of cognitive demand identified as four distinct levels (1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work). **Hess's Cognitive Rigor Matrix** - aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

<sup>8</sup> **Prevention/Intervention plan:** a purposeful planned learning experience

<sup>9</sup> **Connecticut content standards:** Standards developed for all content areas including Common Core State Standards (CCSS) inclusive of College and Career Readiness Anchor Standards and Early Learning and Development Standards (ELDS).

<sup>10</sup> **Multiple sources of data:** May include existing data or data to be collected. Data may formal (standardized tests) or informal (survey responses, interviews, anecdotal, grades etc.) and data may be formative or summative.

## 2: Planning for Active Learning

Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

**Indicator 2b** | Planning prevention/intervention to actively engage students in content.

	Below Standard	Developing	Proficient	Exemplary
<b>Attributes</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Strategies, tasks and questions actively engage students</b>	Plans prevention/intervention tasks that limit opportunities for students' active engagement.	Plans primarily service provider-directed prevention/intervention <b>strategies, tasks and questions</b> that provide some opportunities for students' active engagement.	Plans instructional <b>strategies, tasks and questions</b> that promote student active engagement <b>through problem-solving, critical or creative thinking, discourse<sup>11</sup> or inquiry-based learning<sup>12</sup> and/or application to other situations.</b>	Plans to release responsibility to the students <b>to apply and/or extend learning to other situations.</b>
<b>Resources<sup>13</sup> and flexible groupings<sup>14</sup> support active engagement and new learning</b>	Selects or designs resources and/or groupings that do not actively engage students or support new learning.	Selects or designs resources and/or groupings that minimally <b>engage students and minimally support new learning about the world at large.</b>	Selects or designs resources and/or flexible groupings that actively engage students in <b>real world, global and/or career connections</b> that support new learning.	Selects or designs resources that <b>actively engage students to extend new learning.</b>

**Text in RED** reflects Common Core State Standards connections.

- <sup>11</sup> **Discourse:** Is defined as the purposeful interaction between service providers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning), or dialogue through technological or digital resources.
- <sup>12</sup> **Inquiry-based learning:** Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The service provider's role in inquiry-based learning is one of facilitator or resource rather than dispenser of knowledge.
- <sup>13</sup> **Resources:** Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, 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.
- <sup>14</sup> **Flexible groupings:** Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.



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## 2: Planning for Active Learning

Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

**Indicator 2C** | Selecting appropriate assessment strategies<sup>15</sup> to monitor student progress.

**Below Standard**

**Developing**

**Proficient**

**Exemplary**

### Attributes

*In addition to the characteristics of **Proficient**, including one or more of the following:*

	Below Standard	Developing	Proficient	Exemplary
<b>Criteria for student success</b>	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
<b>Ongoing assessment of student learning</b>	Plans assessment strategies that are limited or not aligned to intended prevention/intervention outcomes.	Plans assessment strategies that are partially aligned to intended prevention/intervention outcomes <b>OR</b> strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of intended prevention/intervention outcomes at critical points throughout the prevention/intervention plan.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

<sup>15</sup> **Assessment strategies** are used to evaluate student learning during and after service delivery.

- Formative assessment** is a part of the instructional process, used by service providers and students during service delivery that provides feedback to adjust ongoing services and learning to improve students' achievement of intended instructional/program outcomes (FAST SCASS, October 2006).
- Summative assessments** are used to evaluate student learning at the end of a service period. Summative assessment helps determine to what extent the service and learning goals have been met.



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# 3: Service Delivery

Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

**Indicator 3a** | Implementing service delivery<sup>16</sup> for learning.

	Below Standard	Developing	Proficient	Exemplary
<b>Attributes</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Prevention/intervention purpose</b>	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for prevention/intervention, which may require further clarification.	Clearly <b>communicates learning expectations to students and sets a specific purpose for prevention/intervention</b> and helps students to see how the learning is aligned with <b>Common Core Standards</b> and/or discipline specific state and national guidelines.	Students are encouraged to explain how the prevention/intervention is situated within the broader learning context/curriculum. Students will demonstrate understanding of prevention/intervention across various contextual settings.
<b>Prevention/intervention plan precision</b>	Makes multiple errors in the delivery of the prevention/intervention plan.	Makes minor errors in the delivery of the prevention/intervention plan.	Prevention/intervention delivery demonstrates flexibility and sensitivity to targeted outcomes.	Invites students to explain the prevention/intervention plan and how it applies to their growth and development.
<b>Prevention/intervention progression and level of challenge</b>	Delivers prevention/intervention that lacks a logical progression, is not evidence-based, attentive to student need or appropriate level of challenge.	Delivers prevention/intervention in a generally logical progression, is somewhat evidence-based, attentive to student needs and appropriate level of challenge to advance student learning.	Clearly delivers prevention/intervention in a logical and purposeful progression, is evidence-based, attentive to student needs and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the prevention/intervention expectations and make connections to the school and larger world.
<b>Connection to school and larger world</b>	Delivers prevention/intervention with few opportunities for students to <b>connect to the school setting and larger world</b> .	Delivers prevention/intervention with some opportunities for students to <b>connect to the school setting and larger world</b> .	Delivers prevention/intervention that consistently integrates into the <b>school setting and larger world</b> .	Provides opportunities for students to independently use prevention/intervention strategies in the <b>school setting and larger world</b> .

**Text in RED** reflects Common Core State Standards connections.

<sup>16</sup> **Service delivery framework:** A set of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.



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# 3: Service Delivery

Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

**Indicator 3b** | Leading students 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
<b>Attributes</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Strategies, tasks and questions</b>	Strategies, tasks and questions do not lead students to construct new and meaningful learning.	Uses a combination of tasks and questions in an attempt to lead students to construct new learning, with some opportunities for <b>problem-solving, critical thinking and/or purposeful discourse or inquiry.</b>	Employs differentiated strategies, tasks and questions that actively engage students in constructing new and meaningful learning through appropriately integrated discipline-specific tools that <b>promote problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.</b>	Includes opportunities for students to <b>work collaboratively, when appropriate, and to generate their own questions and problem-solving strategies, synthesize and communicate information.</b>
<b>Resources<sup>17</sup> and flexible groupings<sup>18</sup></b>	Uses resources and/or groupings that do not actively engage students or support new learning.	Uses resources and/or groupings that minimally engage students actively to support new learning.	Uses resources and flexible groupings that actively engage students in demonstrating new learning in multiple ways, including application of <b>new learning to make real world, career or global connections.</b>	<b>Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop his/her learning.</b>
<b>Student responsibility and independence</b>	Implements prevention/intervention that is primarily provider-directed, providing little or no opportunities for students to develop independence as learners.	Implements prevention/intervention that is mostly provider-directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/intervention that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/intervention that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality outcomes.

**Text in RED** reflects Common Core State Standards connections.

<sup>17</sup> **Resources:** Includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, 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.

<sup>18</sup> **Flexible groupings:** Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.



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# 3: Service Delivery

Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

**Indicator 3C** | Assessing student learning, providing feedback to students and adjusting service delivery.

	Below Standard	Developing	Proficient	Exemplary
<b>Attributes</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Criteria for student success</b>	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in identifying and articulating individual criteria for success.
<b>Ongoing assessment of student learning</b>	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of outcomes in prevention/intervention plan.	Assesses student learning with focus on progress toward achievement of the intended prevention/intervention outcomes.	Assesses student learning with focus on progress toward the prevention/intervention in order to monitor individual and group progress toward achievement of the intended prevention/intervention outcomes.	Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning.
<b>Feedback<sup>19</sup> to students</b>	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended prevention/intervention outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages self-reflection or peer feedback that is specific and focuses on advancing student learning.
<b>Prevention/intervention adjustments<sup>20</sup></b>	Makes no attempts to adjust delivery of prevention/intervention plan.	Makes some attempts to adjust delivery of prevention/intervention plan.	Adjusts delivery of prevention/intervention plan as necessary in response to individual and group performance.	Students identify ways to adjust prevention/intervention plan that will be effective for them as individuals.

<sup>19</sup> **Feedback:** Effective feedback provided by the service provider is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

<sup>20</sup> **Prevention/intervention adjustments:** Based on the monitoring of student understanding, service providers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.



# 4: Professional Responsibilities and Leadership

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

**Indicator 4a** | Engaging in continuous professional learning to impact service delivery and student learning.

	Below Standard	Developing	Proficient	Exemplary
<b>Attributes</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Service provider self-evaluation/reflection and impact on student learning</b>	Insufficiently reflects on/ analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement and takes 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.
<b>Response to feedback</b>	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice, and/or changes in practice are limited.	Willingly accepts feedback and makes changes in practice based on feedback.	Proactively seeks feedback in order to improve a range of professional practices.
<b>Professional learning</b>	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.



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# 4: Professional Responsibilities and Leadership

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

**Indicator 4b** | Collaborating to develop and sustain a professional learning environment to support student learning.

	Below Standard	Developing	Proficient	Exemplary
<b>Attributes</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Collaboration with colleagues</b>	Attends required meetings to review data but does not use data to adjust prevention/intervention practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to prevention/intervention practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent prevention/intervention practice to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and prevention/intervention practices that support professional growth and student learning.
<b>Contribution to professional learning environment</b>	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
<b>Ethical use of technology</b>	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.	Models safe, legal and ethical use of information and technology 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.



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# 4: Professional Responsibilities and Leadership

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

**Indicator 4c** | Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

	Below Standard	Developing	Proficient	Exemplary
<b>Attributes</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Positive school climate</b>	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
<b>Family and community engagement</b>	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.
<b>Culturally-responsive communications<sup>21</sup></b>	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families <b>OR</b> demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally-responsive manner.	Leads efforts to enhance culturally-responsive communications with families and the community.

<sup>21</sup> **Culturally-responsive communications:** Using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to support connectedness between home and school experiences.



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