Windham Public School's

<u>Support Specialists'</u>

Evaluation Rubric

Adapted from the CT Common Core of Teaching Rubric for Effective Service Delivery 2015

**Psychologists--Speech and Language--OT/PT--Hearing-impaired—Vocational---
School Counselors ---Social Workers---Special Education---
TESOL--Instructional Consultants---Interventionists---
---Academic Coaches---Dual Language Specialist---Library/Media Specialist**

*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.*

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Introduction

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

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 *Rubric*.

E. Ratings/Feedback: The evaluator will select appropriate indicator ratings 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.

Support Specialists' Rubric Overview

Evidence Generally Collected Through **Observations**	Evidence Generally Collected Through **Non-classroom/Reviews of Practice**
Domain 1: Learning Environment, Engagement and Commitment to Learning	**Domain 2: Planning for Active Learning**
Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:	*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:*
1a. Promoting a positive learning environment that is respectful and equitable. **1b**. Promoting developmentally appropriate standards of behavior that support a productive learning environment. **1c**. Maximizing service delivery by effectively managing routines and transition.	**2a**. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. **2b**. Developing plans to actively engage learners in service delivery. **2c**. Selecting appropriate assessment strategies to identify and plan learning targets.
Domain 3: Service Delivery	**Domain 4: Professional Responsibilities and Leadership**
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:	*Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:*
3a. Implementing service delivery for learning. **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. **3c**. Assessing learning, providing feedback and adjusting service delivery.	**4a**. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning. **4b**. Collaborating to develop and sustain a professional learning environment to support student/adult learning. **4c**. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

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

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.					
		NOT MEETING STANDARD	DEVELOPING	ACCOMPLISHED	EXEMPLARY All characteristics of **Accomplished** plus one or more of the following:	Possible Sources of Evidence

ATTRIBUTES	Positive Interactions with Respect for all Learners (*1, *2) 1a1	Negative or disrespectful interactions with learners No evidence of positive learning environment	Interactions between service provider and learners are generally positive and respectful and/or the provider Inconsistently attempts to promote positive interactions/learning environment	Interactions between service provider and learners are consistently positive and respectful The service provider consistently promotes positive interactions/learning environment	Fosters an environment where learners proactively demonstrate positive interactions and/or conflict-resolution skills Acknowledges and incorporates the diversity of all learners	-Addressing learners by name -Materials that reflect the diversity of the learners' social/emotional, cultural or developmental difference (example class library, other languages utilized) -Evidence of conflict resolution being taught/ used to solve issues (Example: "I Statements") -Evidence that positive behaviors are celebrated
	Sets High Expectations for learning with an Environment supportive of Risk-Taking (*3) 1a2	Demonstrates low expectations for learning and risk taking	Demonstrates high expectations for some learners Creates a learning environment that encourages some but not all to take risks	Consistently reinforces high expectations for all Promotes a learning environment where learners are willing to take risks	Creates opportunities for learners to set high goals, self-reflect and respectfully question for challenge ideas of others	-Welcoming all learners and consistently exhibiting prosocial behavior at all times (example: manner: please/thank you) -Willingness of participants to work with the specialist/teacher --Support and encouragement of Student/Adult questions -Measurable Lesson/Session Objectives (content and language) connected to district initiatives

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.

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* *Risk taking* (IRT) was **defined** as engaging in adaptive learning behaviors. (sharing tentative ideas, asking questions, attempting to do and learn new things) that placed the learner at **risk** of making. mistakes or appearing less competent than others. Academic, physical mental, social and emotional, behavioral and/or willingness to try something new and challenging.

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 1b__: Promoting appropriate standards of social, cultural, behavioral and or professional functioning that supports a productive learning environment.					
		NOT MEETING STANDARD	**DEVELOPING**	**ACCOMPLISHED**	**EXEMPLARY** All characteristics of **Accomplished** plus one or more of the following:	**Possible Sources of Evidence**
ATTRIBUTES	**Communicating/Supporting and Reinforcing Appropriate-Standards of Behavior (*4)** **1b1**	Minimally communicates and/ or models appropriate standards of behavior resulting in interference with learning	Inconsistently communicates or models appropriate standards of behavior resulting in some interference with learning	Communicates and models appropriate standards of behavior that support a productive learning environment	Creates opportunities for learners to take responsibility for their own behavior and/or professional responsibilities	-Clear expectations posted and verbalized -Norms -Responsibility and/or reflection sheets -Cohesive individual and/or group behavior system -Clear standards of behavior -Use of Restorative Practices -Effective communication and response
	Promoting Social/ Emotional and Cultural Competence and Responsible Behavior (*5) **1b2**	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 and take responsibility for their actions	

4* <u>Social competence</u> is exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation

5* Proactive strategies include self-regulation strategies, problem-solving strategies, conflict resolution processes, interpersonal communication and responsible decision-making. . **Restorative Practices** is an effective alternative to punitive consequences that brings together persons harmed with persons responsible in an effort to promote dialogue and accountability to attempt correction of the negative action. Academic, behavioral, therapeutic, crisis or consultative plans may be developed for and directed to whole group, small group and or individual learners.

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 and safe learning community by:					
INDICATOR 1c: Maximizing service delivery by effectively managing routines and transition.					
		NOT MEETING STANDARD	**DEVELOPING**	**ACCOMPLISHED**	**EXEMPLARY** All characteristics of **Accomplished** plus one or more of the following:	**Possible Sources of Evidence**
ATTRIBUTES	**Routines/Transitions Procedures and Time Frames Appropriate to Needs of Learners (*6)** **1c1**	Transitions, routines and time frames result in significant loss of service delivery time	Consistently implements and manages routines, transitions and time frames resulting in some loss of service delivery time	Consistently implements and manages effective routines and transitions and time frames that maximize service delivery time	Consistently encourages or provides opportunities for learners to demonstrate or independently facilitate routines, transitions and time frames	-Posted Schedule/Calendar -Communication of timing/services/locations and transitional needs -Effective use of time (giving students time warnings) -Agenda and/or learning objectives followed -Posted Do Now's -Bathroom/Hall Way Procedures -AM/PM/Class Entry/Exit Procedures
	Physical Environment **1c2**	Physical environment is not designed to support safety and learning	Physical environment is designed to support safety and learning	Physical environment supports the learning needs of learners and clearly reflects safety	Physical environment shows evidence of all learners taking responbility for the environment	-Meeting/learning space is clean and organized; conducive to learning -Furniture set up to encourage collaborative work -Unobstructed Traffic flow -Areas that support small group and independent work/learning --Walls that Teach (aligned graphic organizers, anchor charts, posted strategies, DOK and word walls for all content areas) -Data Wall -Goals Posted -Authentic Student Work Posted Adheres to fire safety codes

6* **Routines and transitions** 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 x

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 2a: Develops plans aligned with standards that build on learners' knowledge and skills and provides an appropriate level of challenge.					
		NOT MEETING STANDARD	**DEVELOPING**	**ACCOMPLISHED**	**EXEMPLARY** All characteristics of **Accomplished** plus one or more of the following:	**Possible Sources of Evidence**
ATTRIBUTES	**Standards Alignment (*7)** **2a1**	No alignment shown	Partially or incorrectly aligns plans to standards	Plans content that directly addresses standards	Plans for anticipation of misconceptions, ambiguities or challenges. Designs plans that challenge learners to apply learning to new situations	-Regular collaboration with classroom teachers Lesson plans Links to standards Posted objectives Data chart/wall
	Use of Data to Plan for Learner Needs and Level of Challenge (*8) **2a2**	Designs plans without consideration of learner data	Attempts to use data to address learner needs and to support an appropriate level of challenge	Plans are based on relevant sources of and support an appropriate level of challenge	Plan for learners to monitor, reflect and evaluate their own learning	

7*. 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).

8*. Relevant 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

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:					
INDICATOR 2b: Developing plans to actively engage learners in service delivery.					
ATTRIBUTES		**NOT MEETING STANDARD**	**DEVELOPING**	**ACCOMPLISHED**	**EXEMPLARY** All characteristics of **Accomplished** plus one or more of the following:	**Possible Sources of Evidence**
	Strategies, Tasks and Questions to Cognitively Engage Learners **2b1**	Plans do not address tasks to promote 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	-Questioning -Vocabulary -Sentence stems -Accountable talk -Differentiated materials/tasks -Inquiry -Open-ended questions -Reflection/assessment Pre-planned questions -Grouping strategies -Pre-planned student discourse Planned for sufficient time for student discourse -Pre-planned leveled questions using Blooms Taxonomy and Webb's Depth of Knowledge -Real world connections could include -Debates -Simulations -Web-quests -Experience -Exploration Evidence that learners are working as hard as specialist
	Use of Resources, Flexible Grouping and Initiating New Learning (Differentiation) (*9, *10) **2b2**	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	
	Content/Subject Literacy Strategies (*11) **2b3**	Plans instruction that includes few opportunities for students to develop content/subject literacy strategies or academic vocabulary	Plans instruction that includes some opportunities for students to develop content/subject literacy strategies or academic vocabulary in isolation	Plans instruction that directly utilizes strategies for developing content/subject literacy strategies or academic vocabulary	Designs opportunities to allow students to independently select content/subject literacy strategies that support their learning for the task	

9* 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.

10* 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.

11* Literacy strategies: Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement).Include communicating through language **(reading/writing, listening/speaking)**; using academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline.

Domain 2: Planning for Active Learning

		NOT MEETING STANDARD	DEVELOPING	ACCOMPLISHED	EXEMPLARY All characteristics of **Accomplished** plus one or more of the following:	Possible Sources of Evidence
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 to identify and plan learning targets.						
ATTRIBUTES	**Selection and Analysis of Assessments and Data Results** **2c1**	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 analyze student levels	Plans information sessions with colleagues to enhance understanding of the assessment selection process, information obtained and development of learning plans.	-Extensions -Self-scoring rubric -Student checklist -Reflections -Anecdotal notes -Rating scales -Standardized testing -Observations of students in class -Data Teams: Ex: collaboration with ELL teacher etc.
	Criteria for Learner Success **2c2**	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 assessment plan	
	Ongoing Assessment of Learning (*12) **2c3**	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 delivery for learning.					
		NOT MEETING STANDARD	DEVELOPING	ACCOMPLISHED	EXEMPLARY All characteristics of **Accomplished** plus one or more of the following:	Possible Sources of Evidence
ATTRIBUTES	**Instructional Purpose** 3a1	Does not communicate academic or social/behavioral expectations for service delivery	Inconsistently communicates academic or social/behavioral expectations for service delivery	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	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum	
	Content Progression and Level of Challenge 3a2	Delivery of services is inconsistent with planning and/or in an illogical progression Delivers services that are at an inappropriate level of challenge for learners	Delivery of services is consistent and with some but not all services as planned and/or delivers services in a logical and purposeful progression Delivers services at an appropriate level of challenge for some, but not all, learners	Delivery of services is consistent with planning and demonstrates flexibility and sensitivity for the majority of learners in a logical and purposeful progression Delivers services at an appropriate level of challenge for the majority of learners	Delivery of services demonstrates flexibility and sensitivity for all learners and challenges learners to extend their learning beyond the lesson expectations and make global, real-world and career connections	-Cross curricular connections -Generalize to multiple situations -Unit plan
	Content/Subject Literacy Strategies 3a3	Presents instruction with few opportunities for learners to develop literacy skills and/or academic vocabulary	Presents instruction with some opportunities for learners to develop literacy skills and/or academic vocabulary	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary	Provides opportunities for learners to independently select literacy strategies that support their learning	

Domain 3: Service Delivery

		NOT MEETING STANDARD	DEVELOPING	ACCOMPLISHED	EXEMPLARY All characteristics of **Accomplished** plus one or more of the following:	Possible Sources of Evidence
		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.**				
ATTRIBUTES	**Strategies, Tasks and Levels of Questions** **3b1**	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information	- Levels and Usage of Questioning strategies (Blooms Taxonomy and Webb's Depth of Knowledge) -Effective cooperative groups -Student choice -Use of SIOP strategies
	Resources and Flexible Groupings and New Learning (Differentiation) **3b2**	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 and support new learning	Uses resources and/or flexible groupings that actively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning	
	Learner Responsibility and Independence **3b3**	Implements instruction that is teacher-directed, providing little or no opportunities for students to develop independence as learners	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process	Ensures that students assume considerable leadership for the success of the learning task, initiating topics and making unsolicited contributions	

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.					
		NOT MEETING STANDARD	**DEVELOPING**	**ACCOMPLISHED**	**EXEMPLARY** All characteristics of **Accomplished** plus one or more of the following:	**Possible Sources of Evidence**
ATTRIBUTES	**Criteria for Learner Success** 3c1	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.	-Thumbs-up/agree (checking for understanding) -Elicit feedback -Collaboration/consultation with Classroom teachers -Verbal/Written feedback -Notes on lesson plans
	Ongoing Assessment of Learning 3c2	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/behavior-al 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 (*13) 3c3	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 Delivery (*14) 3c4	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.	

13*. 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.

14*. 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

		NOT MEETING STANDARD	DEVELOPING	ACCOMPLISHED	EXEMPLARY All characteristics of **Accomplished** plus one or more of the following:	Possible Sources of Evidence
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.						
ATTRIBUTES	**Self- Evaluation/ Reflection and Impact on Learning** **4a1**	Does not self-evaluate/reflect on how practice impacts 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	-Listing of school and district activities Logs -Facilitating a professional book club -Attendance and active participation in professional development -Reflective notes on lesson plan -Participation in online courses -Sharing out of professional learning -Engaging in peer observations/instructional rounds - Actively utilizing the evaluation rubric and/or coaches, PLCs and colleagues. -Minutes from PLC and data team meetings
	Response to Feedback **4a2**	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 **4a3**	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

		NOT MEETING STANDARD	DEVELOPING	ACCOMPLISHED	EXEMPLARY All characteristics of **Accomplished** plus one or more of the following:	Possible Sources of Evidence
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.						
ATTRIBUTES	**Collaboration with Colleagues** **4b1**	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	-Preparation and actively participates in data teams and other school meetings -Using email professionally with confidentiality -Knowledgeable of district policies and Connecticut code of professional responsibility for Educators. -Advocates for students' rights -Solution oriented -Evidence of meetings as appropriate
	Professionalism and Ethics **4b2**	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 **4b3**	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	

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for 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/adult learning.						
		NOT MEETING STANDARD	**DEVELOPING**	**ACCOMPLISHED**	**EXEMPLARY** All characteristics of **Accomplished** plus one or more of the following:	**Possible Sources of Evidence**
ATTRIBUTES	**Positive School Climate** 4c1	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	-Attendance of school events -Log of report card conferences, PPTs -Evidence of cultural competencies -Translation -Solution oriented -Continuous communication with families -Participation of community events -School-wide behavior system
	Stakeholder Engagement (*15) 4c2	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 Communications with Stakeholders (*16) 4c3	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	

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

*16 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.