Navigating Connecticut's Evaluation and Support Systems:
# A Guidebook for Student and Educator Support Specialists

**CSDE** CONNECTICUT STATE DEPARTMENT OF EDUCATION

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# ▶ GUIDING BELIEFS

Effective schools are cohesive learning communities, where highly skilled educators within and outside the classroom, even beyond the boundaries of a building or campus, work together to promote student learning and growth. Student and educator support specialists (SESS),[1] teachers, and school leaders, working with the learning community at large, open doors to a world of possibilities, enabling learners[2] to negotiate their own success.

The role of the support specialist is to be a connecting force that simultaneously instructs, supports, and collaborates, all in the service of positive learner growth and development. Support professionals are committed to working individually and collectively to ensure that all students achieve and develop the skills that will enable them to become lifelong learners and productive citizens in a global society. Serving in a variety of roles and within a variety of settings, support specialists foster inquiry, integrity, independence, and initiative. The interdisciplinary nature of their work often requires that they shift or juggle roles within and beyond their own job descriptions. They provide supports and services and cultivate conditions that maximize students' opportunity to learn.

*The role of the support specialist is to be a connecting force that simultaneously instructs, supports and collaborates, all in the service of positive learner growth and development.*

# ▶ INTRODUCTION

The Connecticut State Department of Education (CSDE) has acknowledged the critical contributions of support specialists as collaborators and providers of essential curricula and services, leading to positive learner growth and development. By implementing a fair, accurate, and meaningful statewide evaluation and support system, the CSDE, in partnership with a variety of partners/practitioners, has fostered a culture where support specialists have a clear understanding of what defines excellence in their work. This focus on educator effectiveness, as applied to all educators, is intended to be both a guide to exemplary performance and recognition of the influence support professionals have on teaching and learning. Promoting educator effectiveness serves to engender pride and provide prioritized, specific, and actionable feedback, along with continuous support.

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1. The terms student and educator support specialist (SESS), service provider, and support professional will be used interchangeably throughout this guide.

2. Support specialists can serve both traditional student learners as well as adult learners (e.g., colleagues, parents and families, community members, etc.).

## ▶ THE PURPOSE OF THIS GUIDEBOOK

While much of the information contained within this guide is available in other documents and venues, this serves as a comprehensive compilation of resources especially for use by support specialists and their evaluators. It outlines the processes of an evaluation and support system recognizing that there are threads of similarity that unify the work of all educators but also differences that must be captured through the various components of an effective evaluation process. The intent of any effective evaluation and support system is to inform professional learning to influence educator practice and, therefore, improve student growth and development.

This guide will discuss the four components necessary for inclusion in all district or program evaluation and support plans, pose questions for consideration by both the support specialist and his or her evaluator for effective implementation, and provide specific examples for support specialists to reference as they engage in the evaluation and support process. This guide will speak most closely to:

- **observation of professional practice** and the importance of discussing the variety of learning environments in which a support specialist may be observed, as well as the need to use an appropriate tool for the observation of practice that best represents the roles and responsibilities of the provider; and

- **development of learning goals/objectives** and the importance of describing who the learners are within the support specialist's caseload and what the primary responsibilities of the service provider are within the school or program.

An effective evaluation and support plan is intended to stir dialogue about the contributions of school faculty, families, and community members to overall student success. This guide invites all SESS practitioners and their evaluators to focus on the importance of creating the partnerships necessary to ensure that all students get the support they need not only to develop the skills necessary to become college and career ready but to meet the demands of everyday living.

# ▶ STUDENT AND EDUCATOR SUPPORT SPECIALISTS

It is important to recognize student and educator support specialists for the contributions they make to the student and adult learners they serve. The CSDE acknowledges the unique characteristics of these support professionals through its commitment to developing appropriate resources, models, and modifications to the *Connecticut Guidelines for Educator Evaluation*.

## Flexibility from Guidelines for Educator Evaluation

The Connecticut educator evaluation and support system was intentionally designed to include flexibilities for the performance assessment of student and educator support specialists.

As provided in C.G.S. Sec. 10-151b of the 2012 Supplement as amended by section 51 of P.A. 12-116, "The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each student and educator support specialist."

For local or regional boards of education to develop and implement support specialist evaluation programs consistent with this requirement, support specialists should have clear job descriptions and delineations of their roles and responsibilities.

The charge of each district or program's Professional Development and Evaluation Committee (PDEC) is to identify those educators that serve in the role of student and educator support specialists and make decisions regarding rubric selection for evaluation of practice, as well as any other modifications to the local or regional model as appropriate.

## Who Are Student and Educator Support Specialists?

Support specialists or service providers are those individuals who, by nature of their job description, do not have traditional classroom assignments but serve a "caseload" of student/adult learners, staff or families. They are often indirectly responsible for content instruction and state standardized assessments may not directly measure their impact on learners.

**Student and educator support specialists *may* have:**

- multiple groups of students or adults with whom they work;
- caseloads that consist of all students within a school (e.g., library media specialists), a select group of students within a school (e.g., school psychologists), the educators within a school (e.g., literacy coaches), or families (e.g., school social workers);
- assignments in more than one building;
- responsibility for coordination and management of a program that has an indirect impact on learning;
- responsibility for the provision of supports, services and conditions that maximize students' opportunity to learn; and
- responsibilities that focus on providing professional development to adults or making connections outside the school or program.

**Student and educator support specialists may *not* have:**

- their own classroom; or
- direct responsibility for content instruction.

*The process of identifying student and educator support specialists and selecting the appropriate rubric may lead to revisions of current job descriptions in order to portray more accurately the contributions of these service providers to the school community.*

Most often, school counselors, school psychologists, social workers, and speech and language pathologists are considered to be support specialists. Other educators that can be included within this category, depending on their specific roles and responsibilities, include special education teachers, transition coordinators, English language teachers, library media specialists, math or English language arts coaches, nurses, occupational therapists and physical therapists. Individual districts or programs may identify other educators that serve within the capacity of a student and educator support specialist.
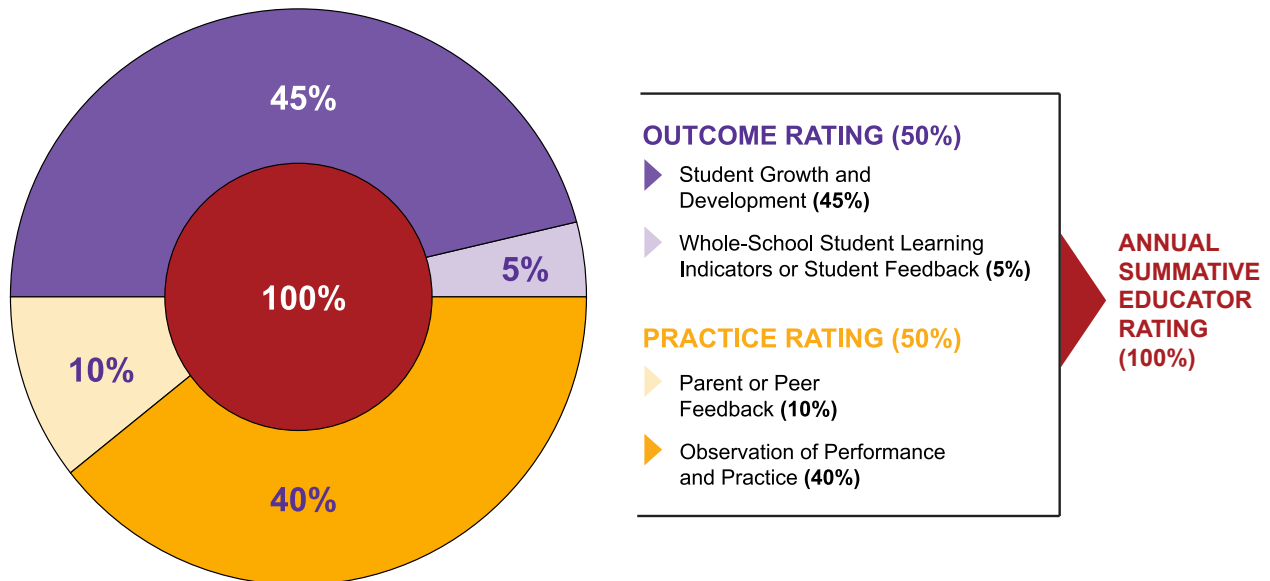
***Please note:*** *Although not certified by the CSDE, physical therapists, occupational therapists, school nurses and other noncertified professionals are recognized by the CSDE for their valuable contributions to student outcomes. They are not required to take part in the new evaluation and support system but can be included as determined by the district or program. A guidance document for school nurses, providing information on the evaluation process can be found on the* [CSDE Educator Effectiveness and Professional Learning](#) *website.*

Below are some of the certification endorsements that could be considered under the larger category of student and educator support specialist and may benefit from reference to this guidebook:

- 055  Partially Sighted, PK–12
- 057  Hearing Impaired, PK–12
- 059  Blind, Pre-K–12
- 061  Speech and Language Pathologist
- 062  School Library Media Specialist
- 068  School Counselor
- 070  School Psychologist
- 071  School Social Worker
- 072  School Nurse-Teacher
- 073  School Dental Hygienist-Teacher
- 088  Non-English Speaking Adults
- 104  Cooperative Work Education/Diversified Occupations
- 106  High School Credit Diploma Program
- 107  External Diploma Program/Noncredit Mandated Programs
- 111  Teaching English to Speakers of Other Languages (TESOL), PK–12
- 112  Integrated Early Childhood/Special Education, Birth–Kindergarten
- 113  Integrated Early Childhood/Special Education, Nursery–K–Elem., 1–3
- 165  Comprehensive Special Education, K–12
- 268  School Marriage and Family Therapist

# ▶ EDUCATOR EVALUATION AND SUPPORT FRAMEWORK

The evaluation and support system for student and educator support specialists includes multiple measures that paint an accurate and comprehensive picture of performance. All support specialists are evaluated in four components, grouped into two major categories: Educator Practice and Student Outcomes.



**OUTCOME RATING (50%)**

▶ Student Growth and Development **(45%)**

▷ Whole-School Student Learning Indicators or Student Feedback **(5%)**

**PRACTICE RATING (50%)**

▷ Parent or Peer Feedback **(10%)**

▶ Observation of Performance and Practice **(40%)**

**ANNUAL SUMMATIVE EDUCATOR RATING (100%)**

## Educator Practice-Related Indicators:

The evaluation of the core service delivery that positively affects student and adult learning is composed of two components:

- Observation of Educator Performance and Practice (40 percent) as defined within the *Common Core of Teaching (CCT) Foundational Skills and Competencies (2010);* and
- Parent or Peer Feedback (Stakeholder 10 percent) on educator practice.

## Student Outcomes-Related Indicators:

The evaluation of an educator's contributions to student academic or social/behavioral progress at the school and classroom level is composed of two components:

- Student Growth and Development (45 percent), as determined by the educator's learning goals/objectives and associated indicators of academic growth and development (IAGDs); and
- Whole-School Student Learning Indicators (5 percent), as determined by aggregate student learning indicators or student/learner feedback.

Scores from each of the four components are combined to produce a summative rating along four performance designators:

| | | |
|---|---|---|
| *Exemplary* | = | Substantially exceeding indicators of performance |
| *Proficient* | = | Meeting indicators of performance |
| *Developing* | = | Meeting some indicators of performance but not others |
| *Below Standard* | = | Not meeting indicators of performance |

## Process and Timeline

The annual evaluation and process is anchored in three conferences, which guide the process at the beginning, middle, and end of the year. The aim of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each educator on his or her performance, set developmental goals and identify professional learning opportunities. These conversations are collaborative. They require reflection and preparation by both the evaluator and the support specialist to be productive and meaningful.

| **Goal Setting and Planning** | **Midyear Check-in** | **End-of-Year Review** |
| --- | --- | --- |
| • Orientation on process<br>• Reflection on data<br>• Determination of professional practice focus areas/goals<br>• Venues for observation<br>• Goal-setting conference | • Progress toward goals and performance review to date<br>• Midyear conference | • Educator self-assessment<br>• End-of-year conference<br>• Scoring |
| **By November 15** | **By January/February** | **By June 30** |

*Please note:* If state test data may have a significant impact on a final rating, a final rating may be revised when state test data are available, but no later than September 15.

## Goal Setting and Planning

*Target for completion: November 15*

### Orientation on Process

To begin the evaluation process, the evaluator meets with the support specialist, in a group or individually, to discuss roles and responsibilities relative to the evaluation process. In this meeting, they discuss any school or district priorities that should be reflected in either focus areas or learner goals/objectives. They commit to scheduling time for the collaboration required by the evaluation and support process.

### Educator Reflection on Data

The support specialist examines school data, prior year evaluation data, their professional growth plan, survey results, and possible venues for observation, based on the *CCT Rubric for Effective Service Delivery 2015* or an alternate approved rubric as described in the district or program's educator evaluation and support plan. The evaluator and support specialist should be prepared to discuss ways in which the observation of confidential situations might be handled. The support specialist drafts a proposed performance and practice focus area, a parent, peer or other stakeholder feedback goal, learner goals/objectives, and a student feedback goal (if required or appropriate) for the school year. The service provider may collaborate with other educators in grade-level or content-area teams to support the goal-setting process.

*The service provider may collaborate with other educators in grade-level or content-area teams to support the goal-setting process.*

### Goal-Setting Conference

The support specialist and evaluator meet to discuss and agree on the proposed goals and objectives and possible venues for observation. To support proposed measures of success, the support specialist provides baseline data related to learner performance. The provider shares his or her reflections about previous evaluation data to determine a specific focus area for observation of practice. The support specialist and the evaluator work together to develop goals that are designed to grow the educator's practice and improve learner academic or social/emotional skills.

*Please note: The Connecticut Guidelines for Educator Evaluation require that each educator and his or her evaluator must mutually agree on the student learning goals/objectives and indicators of academic growth and development; therefore, evaluator approval serves as confirmation that agreement has been reached.*

## Midyear Check-In

*Target for completion: January and February*

### Reflection and Preparation

The support specialist and the evaluator collect and reflect on evidence from the first half of the year about student/adult learning and the support specialist's practice in preparation for the midyear conference.

### Midyear Conference

At least one midyear conference must occur, during which the support specialist and the evaluator review evidence related to progress toward goals and objectives. The midyear conference is an important point in the year for addressing concerns, celebrating successes and reviewing results to date. Evaluators may share midyear formative information on indicators for which evidence has been gathered and analyzed. If needed, support specialists and evaluators can agree to revisions on the strategies or approaches used or determine the need for a midyear adjustment of learning goals/objectives to accommodate significant changes in student population, professional assignment, or other factors that may contribute to the need for an adjustment to the goal itself or targeted measures of success. They also discuss actions that the service provider can take and supports the evaluator can provide to promote growth in the focus area. A Midyear Conference Discussion Guide is available to assist evaluators in conducting the conference on the *CSDE Educator Effectiveness and Professional Learning* website.

*Please note: The midyear conference is an important point in the year when specific concerns should be addressed, especially if evidence supports that a support specialist's impact on student or adult learning is below expectations. Service providers should already be aware of specific concerns through observation feedback and prior documentation, so that issues are not addressed for the first time at the conference.*

## End-of-Year Summative Review

*Target for completion: May and June (must be completed by June 30)*

### Self-Assessment

The support specialist reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment should focus specifically on the areas for development established during the initial goal-setting conference or midyear check-in and how reflective professional practice has affected student/adult learning as evidenced by progress toward established learning targets.

### End-of-Year Conference

The support specialist and the evaluator meet to discuss all evidence collected to date and to review component-level ratings. Following the conference and before the end of the school year, the evaluator assigns a summative rating and generates a summary report of the evaluation no later than June 30.

### Scoring

Once the end-of-year conference has taken place, the evaluator reviews submitted evidence, self-assessments, and observation data to generate component ratings. The component ratings are combined to calculate scores for educator practice-related indicators and student outcomes-related indicators. These scores generate the final, summative rating.

*Please note: After all data, including state test data (if applicable), are available, the evaluator may adjust the summative rating if this data would significantly change final ratings on the student outcomes-related indicators. Such revisions should take place as soon as state test data are available and no later than September 15.*

**Primary Evaluators**

Primary evaluators are responsible for the overall evaluation process and for evaluating all certified support specialists. Being that some support specialists implement service delivery in more than one school or program within a district, a primary evaluator should be determined as part of annual orientation to the evaluation and support system. Primary evaluators have sole responsibility for assigning final summative ratings.

**Complementary Observers**

Some districts may decide to use the role of complementary observers to "complement" the primary evaluator. These complementary observers are certified educators, who have specific content knowledge or professional expertise (e.g., counseling directors or pupil personnel directors). Complementary observers must be fully trained as evaluators to be authorized to serve in this capacity.

Complementary observers may assist primary evaluators by conducting observations, including pre-conferences and post-conferences, collecting additional evidence, reviewing learning goals and objectives, and providing additional feedback. They share feedback, as it is collected and summarized, with the support specialist and the primary evaluator.

Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations and delivering high-quality feedback (see Ensuring Fairness and Accuracy section below).

**Clinical Guidance**

Supervision of clinical skills for the purpose of evaluation requires discipline-specific training as well as the expertise required for clinical practice, both of which promote, enhance and update professional growth. Clinical guidance refers to face-to-face supervision between the support specialist and a supervising clinician working within the same field. These sessions are designed to improve clinical skills related to counseling, consultation, coaching, assessment, and other roles and responsibilities. Peer or group supervision can also be a viable source for staff development. Peer mentoring can be a means of ensuring sufficient opportunity for professional growth and development for novice support specialists.

*Clinical supervision may not be available in all districts or programs; however, resources can be combined to develop a plan to share clinical supervisors to serve in the role of primary or complementary observer.*

Clinical supervision may not be available in all districts or programs; however, resources can be combined to develop a plan to share clinical supervisors to serve in the role of primary or complementary observer.

## Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

The CSDE continues to provide districts with training opportunities to support administrators, evaluators, support specialists, and teachers in implementing their local or regional evaluation and support plan. Districts and programs can adapt and build on these tools through the PDEC, providing comprehensive training and support and ensuring that evaluators are proficient in conducting educator evaluations and providing high-quality feedback.

All evaluators, including complementary observers, are required to complete extensive training on the implementation of their district or program evaluation and support plan. The purpose of training is to provide educators who evaluate service delivery or instruction with the tools that result in evidence-based learning environment observations, professional learning opportunities tied to evaluation feedback, and improved educator and learner performance.

School districts and programs can elect to engage in the CSDE-sponsored multiday training to develop foundational skills for evaluation. This comprehensive training meets the following objectives for evaluators:

- understand the nature of learning for students and educators and its relation to the priorities of the *CCT Rubric for Effective Teaching 2014* and/or the *CCT Rubric for Effective Service Delivery 2015*;

- understand how coaching conversations support growth-producing feedback; and
- establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of practice.

Participants in the training have opportunities to interact with colleagues and engage in practice and proficiency exercises to:
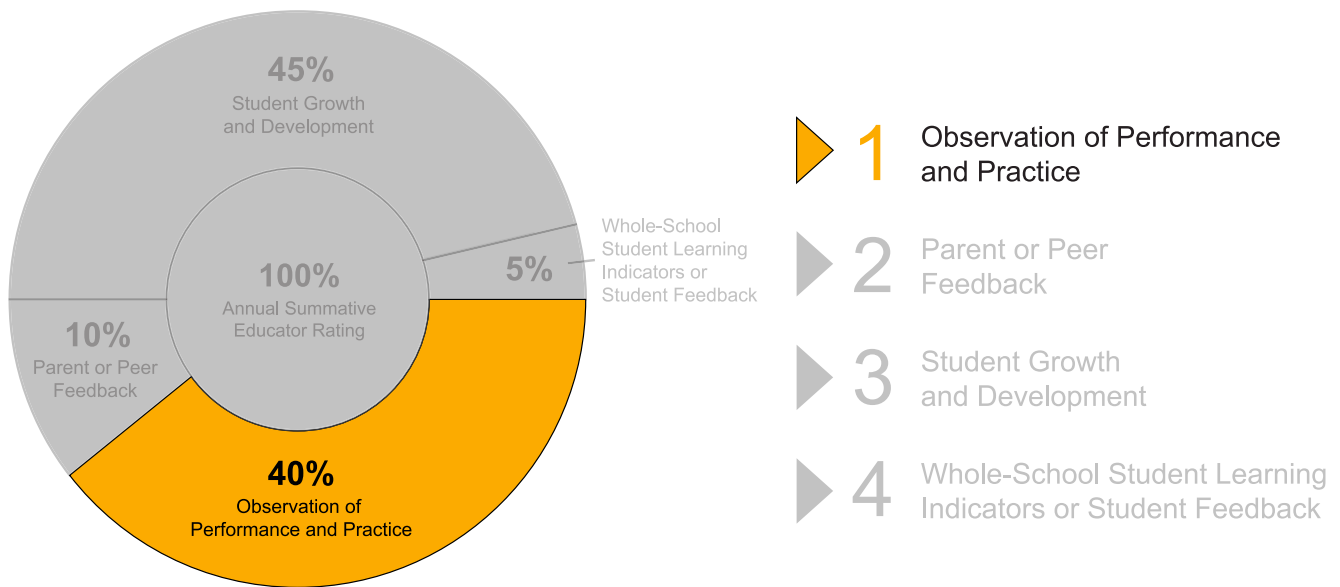
- deepen their understanding of the evaluation criteria;
- define proficient teaching/service delivery;
- collect, sort, and analyze evidence across a continuum of performance;
- engage in professional conversations and coaching scenarios; and
- determine a final summative rating.

An additional one-day training is also available specific to the evaluation and support of student and educator support specialists.

**Please note:** *Completion of the multiday foundational skills training and demonstration of proficiency using established criteria enables evaluators to begin engaging in the evaluation and support process. The Foundational Skills training can serve as a prerequisite to the supplemental one-day training specifically for evaluators for SESS personnel. Please go to the* [CSDE Educator Effectiveness and Professional Learning](#) *website and click on Events for training opportunities.*

# ▶ OBSERVATION OF PRACTICE

Observation of educator performance and practice is critical to the success of the evaluation and support process. Multiple observations provide a comprehensive review of practice that can be measured on a standards-based rubric aligned to the Common Core of Teaching (CCT). Conversations between a support specialist and his or her evaluator offer specific and accurate feedback that identifies strong performance, points out professional development needs, and leads to a detailed support plan. This component makes up 40 percent of the summative rating.



**45%**
Student Growth and Development

**100%**
Annual Summative Educator Rating

Whole-School Student Learning Indicators or Student Feedback

**5%**

**10%**
Parent or Peer Feedback

**40%**
Observation of Performance and Practice

**1** Observation of Performance and Practice

**2** Parent or Peer Feedback

**3** Student Growth and Development

**4** Whole-School Student Learning Indicators or Student Feedback

## Developing Rubrics

Public Act 12–116, an act concerning education reform, created a new educator evaluation and support system. Companion documents followed, including the *Connecticut Guidelines for Educator Evaluation,* followed by adopted flexibilities to the guidelines. The *CCT Rubric for Effective Teaching* was developed to align strategically with the CCT, as required by the guidelines. This first iteration of the rubric provided a method for conducting educator observations that was standardized and specific, with a focus on traditional classroom teachers.

In 2013, the CSDE, in partnership with a representation of student and educator support specialists from around the state, began work on the development of a companion to the *CCT Rubric for Effective Teaching.* The *CCT Rubric for Effective Service Delivery* was specifically developed to parallel the *CCT Rubric for Effective Teaching* in order to illustrate the common characteristics of effective practice across a variety of educators. Still, while certain responsibilities of support professionals may overlap with the responsibilities of classroom-based educators and at times seem indistinguishable, the newly released *CCT Rubric for Effective Service Delivery 2015* acknowledges and measures the unique characteristics that cannot be evaluated or captured through its complementary rubric.

Local PDECs have the responsibility to determine which rubrics will be used to observe student and educator support specialists. The PDEC may consider and select from a number of rubrics that have been created and are available for use by teachers, administrators, and student and educator support specialists. CSDE-developed and supported rubrics for teachers, support specialists, and administrators can be accessed on the *CSDE Educator Effectiveness and Professional Learning* website.

PDEC discussions might determine that special education teachers will be observed using the *CCT Rubric for Effective Teaching 2014,* since they are co-teaching with their general education colleagues. A school psychologist may be assigned to evaluate students and provide caregiver workshops. In this case, the PDEC might determine that the *CCT Rubric for Effective Service Delivery 2015* is the most appropriate tool for observation of the school psychologist's practice.

School counselors, school psychologists, school social workers, and speech and language pathologists may find that the *CCT Rubric for Effective Service Delivery 2015* is most closely aligned with their body of work. This does not exclude other educators who have unique assignments and responsibilities, such as board-certified behavior analysts or home-school-family liaisons, from considering this rubric as a tool for observation.

## Preparing for Observations

Although pre-conferences are not mandatory prior to all observations for support specialists, an in-depth conversation between the evaluator and the support specialist is a crucial step in understanding both appropriate opportunities for observation and the reality of the practice itself. This conversation can occur during the initial goal-setting conference or at some time before the first observation of practice.

**Guiding questions to inform initial conversations:**

- What are your primary roles and responsibilities for the year?
- What are the populations you will be serving this year?
- What percentage of your time is spent in various learning environments, with students or with adults?
- What are the different learning environments within which you work?
- Are there certain environments in which it would not be appropriate for me to observe you?
- What other methods might I use to assess your effectiveness in those environments?
- In what environments would it be appropriate for me to observe you and with whom would you be working?
- Do you use a formal lesson planning process for your work?
- What can I expect to review in our pre-observation conference to guide my observation and to determine if you have been successful?
- What interventions and strategies will I observe?
- How do you decide what interventions you will use?

*PDEC discussions might determine that special education teachers will be observed using the* CCT Rubric for Effective Teaching 2014, *since they are co-teaching with their general education colleagues. A school psychologist may be assigned to evaluate students and provide caregiver workshops. In this case, the PDEC might determine that the* CCT Rubric for Effective Service Delivery 2015 *is the most appropriate tool for observation of the school psychologist's practice.*

## Conducting Observations

More than the observations themselves, high-quality feedback helps support specialists reach their full potential. All service providers deserve the opportunity to grow and develop through observations and timely feedback. In fact, surveys conducted nationally demonstrate that most educators are eager for more observations and feedback to inform their practice throughout the year. Multiple in-class/learning environment observations are necessary for gathering evidence of the quality of a service provider's practice. The *Connecticut Guidelines for Educator Evaluation* call for the use of a combination of formal, informal, announced, and unannounced observations as part of an observation schedule. Options are available to differentiate the number and type of observations relative to experience, prior ratings, and individual needs and goals. Reviews of practice allow for an evaluator to engage with the support specialist outside of his or her direct service environment.

For some support specialists, venues for observations may be outside a traditional classroom environment. Possibilities might include observation of data team meetings, student-focused meetings, small group or individual service delivery outside a classroom, collaborative work with staff, provision of training and technical assistance, or leading schoolwide initiatives related to a service provider's area of expertise.

## Flexibilities to Guidelines Regarding Observations

The minimum number and various types of observations are set forward in *Connecticut's Guidelines for Educator Evaluation* and influenced by district decisions. In 2014, the CSDE released *Flexibilities to the Guidelines for Educator Evaluation* (Sections 2.9 and 2.10) that include options for observation schedules. These options allow districts to choose a three-year cycle for those who are not first- or second-year educators, and who have received and maintained an exemplary or proficient evaluation designation in the previous year. Support specialists in districts that have chosen this cycle must have one formal observation in the first year, and three informal observations in years two and three. A review of practice must occur in all years.

All observations must be followed by feedback, either verbal or written or both, in a timely manner. It is recommended that feedback be provided within five business days, but districts may work through the local PDEC to establish an agreed-upon time frame.

Evaluators should use a combination of announced and unannounced observations to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback.

## Pre-conferences and Post-conferences

Pre-conferences are valuable for establishing the context of the activity, providing information about the student or adult learners to be observed, setting expectations for the observation process and providing evidence of planning. Pre-conferences are optional for observations if the support specialist has received previous ratings of proficient or exemplary and is in year three or more of professional service. A pre-conference can be held with a group of educators, when appropriate, to foster partnering and to identify areas where collaboration enhances provision of services.

Post-conferences provide a forum for reflecting on the observation against the selected rubric and for generating action steps that will lead to improved or enhanced practice.

A good post-conference benefits from the following structure:

- begins with an opportunity for the support specialist to share his or her reflections on the activity;
- includes objective evidence to paint a clear picture for both the service provider and the evaluator; and
- involves written and verbal timely feedback from the evaluator.

## Feedback

The goal of feedback is to help support specialists grow as educators and to inspire high achievement in all their student or adult learners. Feedback should be clear and direct but presented in a supportive and constructive way.

Feedback should include the following features:

- specific evidence and formative ratings, where appropriate, on observed indicators of the selected rubric;
- prioritized commendations and recommendations for development actions;
- next steps and supports to improve educator practice; and
- a time frame for follow-up.

## Performance and Practice Focus Area

Each support specialist works with his or her evaluator to develop a performance and practice focus area. All focus areas should have a clear link to learner achievement and should move the service provider toward proficient or exemplary on the selected rubric. Additionally, schools and programs have the flexibility to create schoolwide, programwide or grade-specific focus areas aligned to a particular indicator.

Growth related to the focus area should be referenced in feedback conversations throughout the year. The focus area and action steps should be formally discussed during the midyear conference and the end-of-year conference. Although performance and practice focus areas are not explicitly rated, growth related to the focus area can be reflected in the overall summative evaluation.

## Performance and Practice Scoring

During observations, evaluators should take evidence-based, objective notes, capturing specific instances of what the service provider and learners said and did during the observed activity. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicators on the selected rubric and then make a determination about which performance level the evidence supports.

Evaluators are not required to provide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators at the performance level that was observed.

There are several resources and trainings available to evaluators to help them identify the correct levels of performance for rubric domains, indicators and attributes. These can be found on the *CSDE Educator Effectiveness and Professional Learning* website by clicking on Events.

*The CSDE has created Connecticut Evidence Guides for some support specialist roles. These guides provide indicator and attribute-level examples along the continuum of performance and include visual or verbal "might sees" during pre-observation or post-observation conferences and learning environment observations.*

The CSDE has created *Connecticut Evidence Guides* for some support specialist roles. These guides provide indicator and attribute examples for each performance level and include visual or verbal "might sees" during pre-observation or post-observation conferences and learning environment observations. Connecticut evidence guides are not a checklist of "must sees," a rubric for evaluation, an exhaustive list of educator practices, or an exclusive representation of an indicator or attribute.

Local PDECs are encouraged to discuss the levels of performance for the specific learner group being served. These conversations ensure continuity across evaluators and provide for meaningful and specific evaluation of support specialists during observations.

## Summative Observation of Performance and Practice Rating

By the end of the year, evaluators should have collected a variety of evidence on educator practice from the year's observations and reviews of practice. Primary evaluators discuss all evidence presented at the end-of-year conference. The final Performance and Practice rating is determined by the evaluator after the end-of-year conference and shared with the support specialist.

**Guiding questions to consider while analyzing the evidence:**

- For which levels of performance have I seen relatively uniform, homogeneous evidence throughout the semester or year?
- Does the evidence paint a clear, unambiguous picture of the support specialist's performance?
- Have I seen improvement over time that overshadows earlier observation outcomes?
- Have I seen regression or setbacks over time that overshadows earlier observation outcomes?
- Are some data more valid than others?
- Do I have notes or ratings from more indicative lessons or interactions where I was better able to assess performance?
- Do I see evidence of collaborative conversation and practice?

# ▶ PEER OR PARENT (STAKEHOLDER) FEEDBACK

The CSDE believes that feedback obtained from stakeholders, including parents, families and peers, fosters deeper partnerships and ultimately enhances services to learners. A portion of a student and educator support specialist's overall evaluation comes from feedback obtained from stakeholders (10 percent). The determination to use peer, parent, or family feedback is made by a district's Professional Development and Evaluation Committee (PDEC).
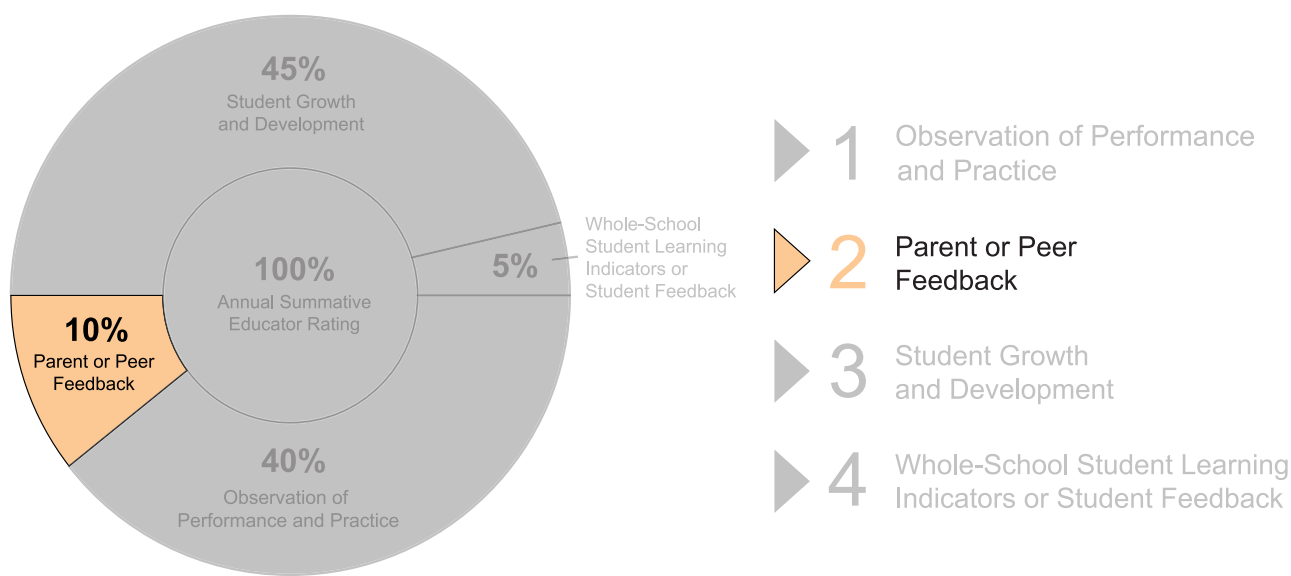


## Establishing the Process

The process for determining the peer, parent/family feedback rating includes the following steps:

- the school or program conducts a whole-school parent/family survey, i.e., data is aggregated at the school level;
- administrators, support specialists, and teachers establish several school or program-level parent/family goals based on survey feedback;
- the individual support specialist and evaluator collaboratively identify a related engagement goal and set improvement targets;
- the evaluator and support specialist measure progress on growth targets; and
- the evaluator determines a summative rating based on the four performance levels.

## Administering a Whole-School or Whole-Program Family Survey

Surveys must be administered in a way that allows stakeholders to feel comfortable providing feedback. Responses should be confidential, with names separated from results. Surveys can be administered every spring and trends analyzed from year to year.

Sample surveys are available on the *CSDE Educator Effectiveness and Professional Learning* website. Additionally, districts or programs may choose to develop their own survey instruments. Surveys administered by districts and programs should be valid; that is, measure what they are intended to measure, and reliable, that is, administered consistently over time and among users.

In districts where school governance councils exist, they must help develop whole-school surveys to encourage alignment with schoolwide goals.

## Determining School-Level or Program-Level Goals

Evaluators, support specialists and teachers should review the peer, parent/family survey results at the beginning of the school year to identify areas of need and set general stakeholder engagement goals. Ideally, this goal-setting process would occur in August or September, possibly during a faculty meeting, so that agreement can be reached on two to three improvement goals for the entire school.

## Selecting a Stakeholder Engagement Goal and Improvement Targets

After school- or program-level goals have been set, each student and educator support specialist, in consultation with his or her evaluators, establishes one related parent or family goal to be pursued as part of the evaluation. Possible goals include improving communication with families, providing workshops, or involving families in programming decisions for general education students. The sample state-model survey contains additional questions that can be used to inspire goals.

*If the goal is to improve communication, an improvement target could involve a service provider and a classroom teacher sending joint correspondence to parents and families on such topics as course selection, study skills, or suggested games and activities for use at home.*

The goal must include specific improvement targets. If the goal is to improve communication, an improvement target could involve a service provider and a classroom teacher sending joint correspondence to parents and families on such topics as course selection, study skills, or suggested games and activities for use at home. It is the evaluator's job to ensure that each service provider's goal is related to the overall school improvement, parent or family goals, and that the improvement targets are aligned, ambitious, and attainable.

## Measuring Progress on Growth Targets

Student and educator support specialists and their evaluators should use their judgment in setting growth and improvement targets for the parent/family feedback component.

While many strategies address needs that have already been identified, support specialists can also collect evidence directly from families to measure specific indicators. For example, they can conduct interviews with parents or administer a brief parent survey to see if they have met their growth target.

## Arriving at a Feedback Rating

The feedback rating should reflect the degree to which a support specialist successfully reaches his or her peer, parent, or family goal and improvement targets. A review of evidence provided by the support specialist leads to an evaluator's application of the same levels of performance used to score observations.

## Obtaining Feedback from Alternative Populations

For some student and educator support specialists, the "students" served are adult learners. In these cases, feedback obtained from these adult learners would fall under the Whole-School Student Learning or Student Feedback component of the educator evaluation system.

*If the service provider is a contracted clinical private practitioner, a stakeholder group might include representatives from a local education agency that sends students to the program.*

To satisfy the requirement of the Parent or Family (Stakeholder) Feedback component, support specialists must work with the district or program PDEC to identify *other* stakeholder groups. These stakeholder groups should have a significant connection to the primary learners (adults) just as parents have a significant connection to students. If the service provider is a contracted clinical private practitioner, a stakeholder group might include representatives from a local educational agency that sends students to the program.

## Obtaining Peer Feedback

Peer feedback is permitted by *Connecticut's Guidelines for Educator Evaluation* as an alternative for this 10 percent component; however, such feedback is not included in the state model. If districts wish to use peer feedback instead of parent/family feedback, they must include the process for gathering and analyzing feedback into their educator evaluation and support plan submitted to the CSDE for renewal anad approval.

# ▶ STUDENT GROWTH AND DEVELOPMENT[3]

A learner's wholeness refers not only to academic functioning but to all learning that affects well-being and overall health. Student and educator support specialists address the needs of the whole learner, removing non-academic barriers to academic achievement and ensuring that students and adults achieve their full potential. It is important that support specialists align their goals with district and program goals, as well as related needs assessments, school improvement plans, and data team results. Improving learner achievement is at the center of the evaluation model; measuring specific outcomes increases access to learning and development for all student, as well as adult learners.
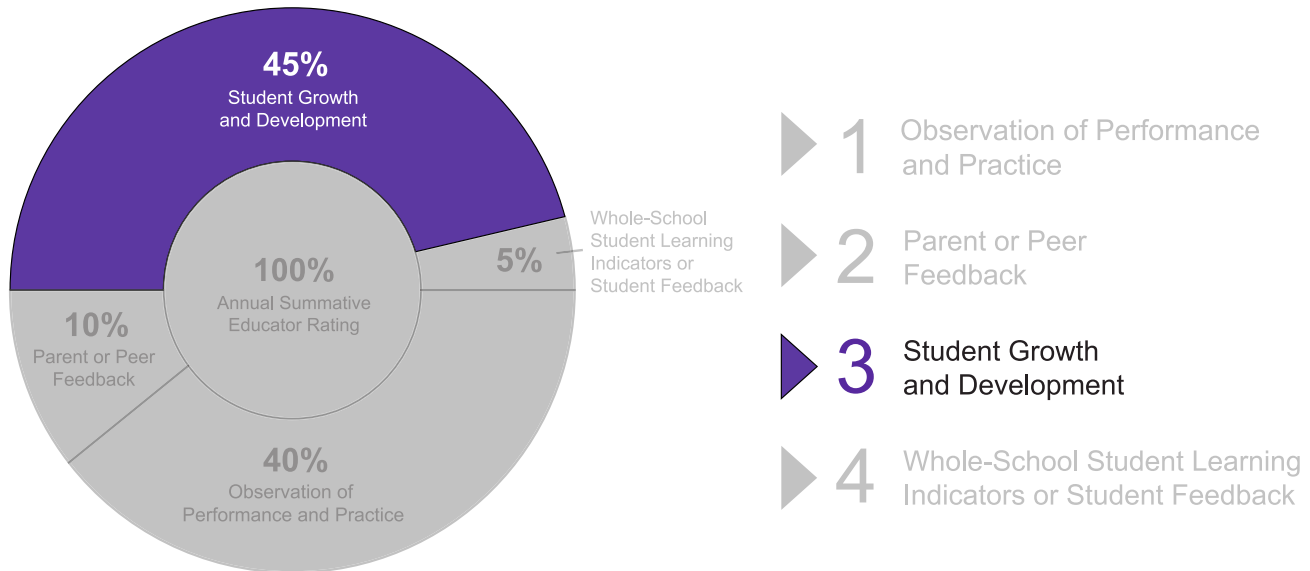


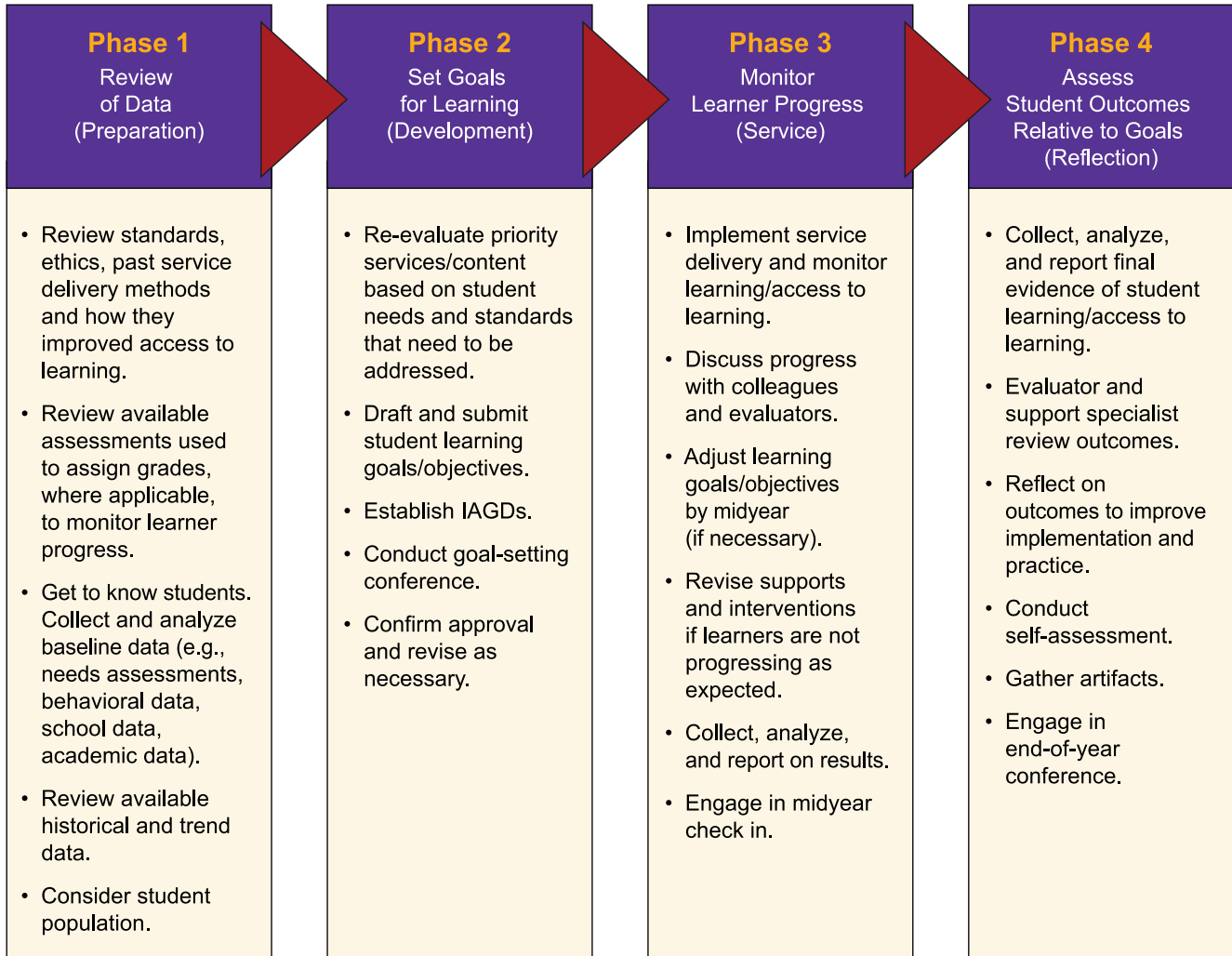## Overview of Learning Goals/Objectives

Learning goals/objectives are carefully planned, long-term statements of purpose, which reflect high expectations for learning or improvement and aim for mastery of content or skill development. They are measured by indicators of academic growth and development (IAGDs) that include specific assessments or measures of progress and targets for learners.

These learning goals and objectives provide a critical measure of support specialists' professional effectiveness. When combined with data gathered through observation of professional practice, they improve the accuracy of a final effectiveness rating. Analyzing data is a best practice for self-reflection and increased collaboration, leading to improved service delivery and learner outcomes.

Developing learning goals/objectives is a process rather than a single event. The purpose is to craft goals and objectives that serve as reference points throughout the year, to document learners' progress toward achieving the IAGD targets. While this process should feel generally familiar, the process asks support specialists to set more specific and measurable targets than they may have done in the past. The final determination of learning goals/objectives and IAGDs is made through mutual agreement between the support specialist and the evaluator.

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3. References to student growth and development and student learning goals/objectives throughout this guidebook include both school-age and adult learners.

Four phases are designed to assist support specialists in crafting learning goals/objectives. Within each phase, several steps require thoughtful communication and collaboration.

| **Phase 1**<br>Review of Data<br>(Preparation) | **Phase 2**<br>Set Goals for Learning<br>(Development) | **Phase 3**<br>Monitor Learner Progress<br>(Service) | **Phase 4**<br>Assess Student Outcomes Relative to Goals<br>(Reflection) |
|---|---|---|---|
| • Review standards, ethics, past service delivery methods and how they improved access to learning.<br><br>• Review available assessments used to assign grades, where applicable, to monitor learner progress.<br><br>• Get to know students. Collect and analyze baseline data (e.g., needs assessments, behavioral data, school data, academic data).<br><br>• Review available historical and trend data.<br><br>• Consider student population. | • Re-evaluate priority services/content based on student needs and standards that need to be addressed.<br><br>• Draft and submit student learning goals/objectives.<br><br>• Establish IAGDs.<br><br>• Conduct goal-setting conference.<br><br>• Confirm approval and revise as necessary. | • Implement service delivery and monitor learning/access to learning.<br><br>• Discuss progress with colleagues and evaluators.<br><br>• Adjust learning goals/objectives by midyear (if necessary).<br><br>• Revise supports and interventions if learners are not progressing as expected.<br><br>• Collect, analyze, and report on results.<br><br>• Engage in midyear check in. | • Collect, analyze, and report final evidence of student learning/access to learning.<br><br>• Evaluator and support specialist review outcomes.<br><br>• Reflect on outcomes to improve implementation and practice.<br><br>• Conduct self-assessment.<br><br>• Gather artifacts.<br><br>• Engage in end-of-year conference. |

## Phase 1: Reviewing the Data

This first phase in setting learning goals/objectives is a discovery phase that begins with reviewing district or program initiatives and key priorities, improvement plans, and the building administrator's goals. Once support specialists know their caseload, they examine multiple sources of data about their learners' performance to identify areas of need. Documenting the baseline data, or where learners are at the beginning of the year, is a key aspect of this step. It allows the support specialist to relate learners to grade-level or developmental progress.

As they review student information, support specialists look for patterns, strengths and weaknesses, trends or root causes for lack of achievement, for both whole groups and sub-groups. They use the results of the analysis to determine high-need areas that could provide a purpose for goal setting. Finally, they compare data from assessments with grade-level team or department goals and priorities to determine possible common areas of need.

**Guiding Questions for Identifying Baseline and Trend Data**

- What data were reviewed for this learning goal/objective?
- What do the sources of data about learner performance, including pre-assessment, trend data, historical data, prior grades, feedback from stakeholders, and previous educators and other baseline data reveal about student learning needs?
- How will you summarize learner data to demonstrate specific learner needs for the learning content tied to specific standards, including strengths and weaknesses?
- How do the data support the learning goal/objective?

**Learner Population**

Districts and programs should reflect on the current, specific role of each support specialist, and what type of measure is most appropriate for each position. Considering the role of each support professional helps to arrive at the target population of each learning goal and its supporting objectives.

Each learning goal/objective should address a central purpose of the support specialist's assignment and should pertain to a large proportion of learners, including specific sub-groups where appropriate. Those who have multiple assignments encompassing a large population of learners (e.g., library media specialists), may identify an appropriate group to be included in the learning goal/objective, based on specific data. For example, a social worker who works in two schools may select to write one student learning goal/objective for each school. Providers who work with both students and adults, or whose assignment involves extensive coordination of programs or services might choose to write a goal for each significant population of learners. In situations like this, one evaluator can be recognized as the primary evaluator and the other as the complementary observer. Both evaluators would contribute evidence toward the support specialist's overall summative evaluation.

This decision tree can be used to assist support specialists in determining what type of learning goals/objectives should be developed as part of the goal-setting process. Whether a support specialist develops a learning goal specifically tied to academic, social/behavioral data or tied to learner *access to learning*[4] through program coordination and management can be determined by answering the questions below:
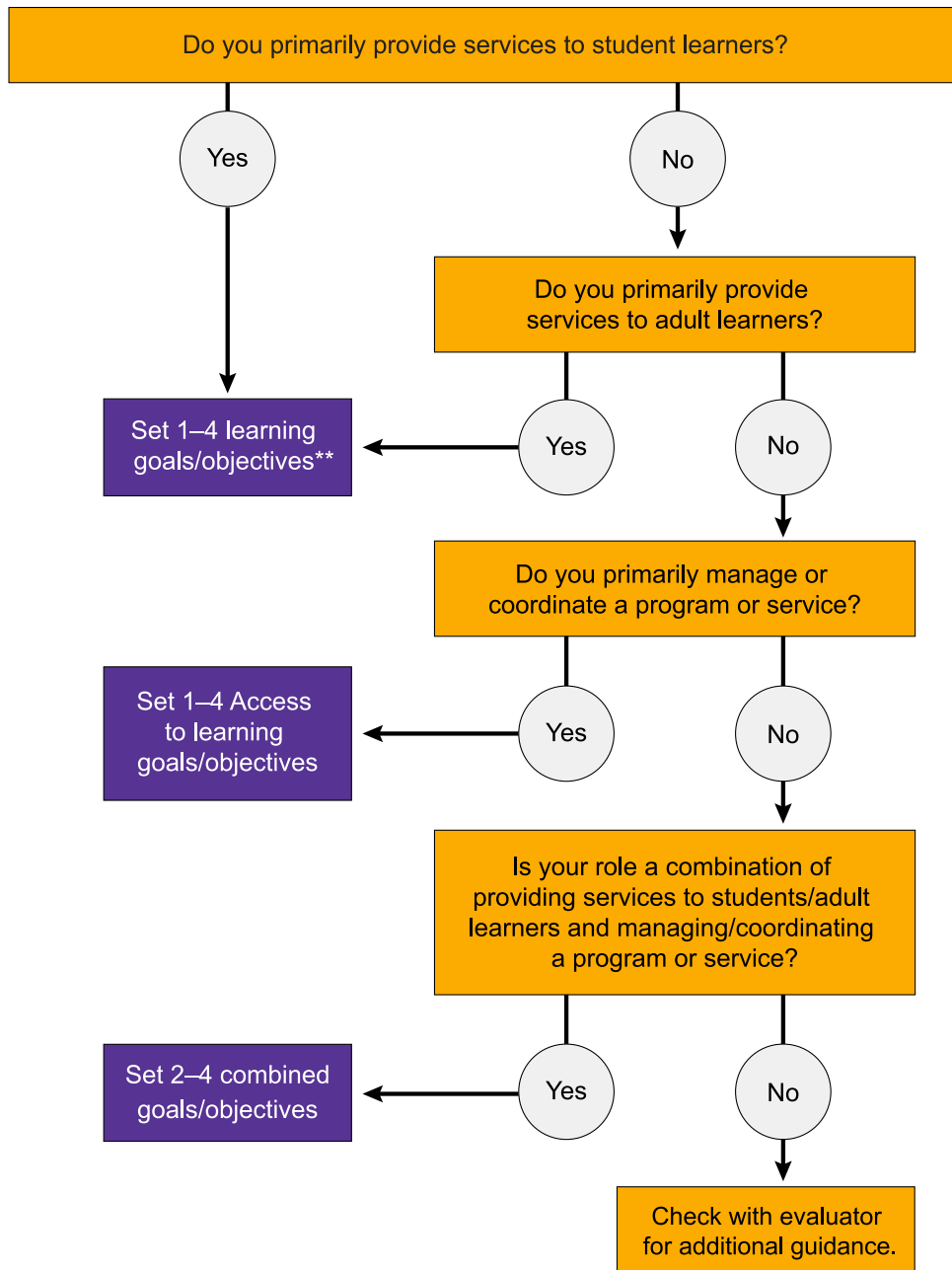


** Please reference your district/program specific educator evaluation and support plan for the number of learning goals required for this component. *The Connecticut Guidelines for Educator Evaluation* allow a minimum of one learning goal/objective with at least two indicators of academic growth and development.

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4. Learning goals/objectives measure a service provider's impact on learning, either directly through demonstrated progress toward specific measureable goals or through increasing access to learning; creating conditions that facilitate learning.

# ▶ DATA ELEMENTS TO SUPPORT LEARNING GOALS/OBJECTIVES
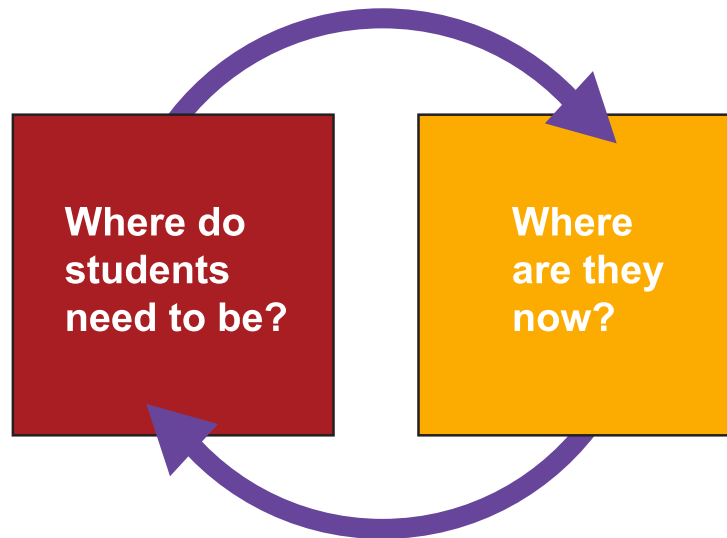


Below are some examples of data a support specialist might use when developing a learning goal/objective:

- Initial performance for current interval of instruction (writing samples, interest surveys, pre-assessments, etc.)
- Scores on previous state standardized assessments
- Results from other standardized and nonstandardized assessments
- Report cards from previous years
- Results from diagnostic assessments
- Artifacts from previous learning
- Discussions with other educators (across grade levels and content areas) who have previously taught the same learners
- Conferences with families
- Individualized education programs (IEPs) and 504 plans for students with identified special education needs
- Data related to English language (EL) students and gifted students
- Attendance records
- Information about families, community, and other local contexts
- Discipline records
- Gifted and talented identification
- Transition, postsecondary and career goals
- Extracurricular activities
- Graduation or promotion rate
- Dropout rate
- AP course enrollment
- Achievement data
- Other accessible data, such as highly qualified teachers, course selection

## Phase 2: Setting Learning Goals/Objectives

Based on a review of district, program or building data, support specialists develop learning goals/objectives that address identified needs. A form for the development of student learning goals/objectives and several samples can be found on the *CSDE Educator Effectiveness and Professional Learning* website.

### Step 1: Deciding on the Learning Goals/Objectives

Learning goals are written as broad goal statements for student/adult learning and expected improvement. These goal statements identify core ideas, domains, knowledge, and skills that learners are expected to develop, for which baseline data indicate a need. Each learning goal/objective addresses a central purpose of the support specialist's assignment and should pertain to a large proportion of learners, including specific target groups where appropriate. Each learning goal statement should reflect high expectations, aspire to at least a year's worth of growth, align with relevant state and national standards, and consider the essential skills and knowledge that learners will need to be successful. Depending on the support specialist's assignment, a learning goal/objective statement might aim for academic or social/behavioral growth. As mentioned earlier, for support specialists who manage and coordinate a program, the student learning goal/objective may tie more specifically to learner access to learning.

*Broad goal statements can unify educators within a grade level or department, encouraging collaborative work across multiple disciplines.*

Broad goal statements can unify educators within a grade level or department, encouraging collaborative work across multiple disciplines. Educators with similar assignments may have identical student learning goals and objectives, although they will be individually accountable for their own students' results.

### Guiding Questions for Ensuring Standards Alignment

- What are the standards connected to the learning content?
- Does the goal/objective for learning identify the big and core ideas, domains, knowledge and skills that learners are expected to acquire and for which baseline data indicate a need?
- Does the learning goal/objective align to specific, applicable standards (CT Core Standards or other state, national, or discipline-specific standards)?

The learning goal statement establishes the focus of the goal. Once support specialists have reviewed district and school learning priorities and the data specific to their own student or adult learners, they are ready to draft the learning goal statement. It should focus on identified areas of learning and address important curriculum targets, school or district priorities, or an important objective based on recent trends or results from data.

All learning goals and objectives should be broad enough to represent the most important learning expected by the end of the semester or year, but they should be narrow enough to be measured. Teams of educators, within or across disciplines, can write a student learning goal/objective together.

A well-developed student learning goal statement:

- takes into account the overall needs and strengths of the learners the support specialist is servicing that year;
- describes the overall objective, including whether it focuses on progress or mastery;
- addresses the most important purposes of a support specialist's assignment; and
- is a rigorous, long-term goal, written for a large percentage of student or adult learners or a subgroup of learners.

**Guiding Questions for Developing a Learning Goal/Objective Statement**

- What is the expectation for learner improvement related to school improvement goals?
- Does the focus statement describe a broad goal for learning and expected learner improvement?
- Does the goal reflect high expectations for improvement, leading to mastery of content or skill development?
- Is the goal tied to the school or district improvement plan?

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*Improving ease of transition from eighth to ninth grade has been identified as a schoolwide need. Using Scientific Research-Based Intervention strategies for identifying and providing interventions for students in need of support, middle school counselors work with a high school student services team to develop and implement a goal around transition. The goal statement could read: 75 percent of the students identified as at risk for effective transition will, with support, maintain an attendance rate of 90 percent and will succeed to the C level in all courses.*

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**Step 2: Selecting Indicators of Academic Growth and Development (IAGDs)**

An IAGD represents an assessment or measure of progress, providing a quantitative target that will demonstrate whether the learning goal has been met. Each learning goal/objective must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate. Support specialists should develop their learning goals/objectives with IAGDs based on one standardized measure where available and at least one nonstandardized measure. If a standardized measure is not available and appropriate, two nonstandardized measures should be identified.

IAGDs should be rigorous, attainable and compatible with district expectations. Rigorous targets reflect both the greater depth of knowledge and the complexity of thinking required for success. Each indicator should make clear the evidence or measure of progress to be examined; the level of performance to be targeted; and the proportion of students projected to achieve the targeted level. Indicators can also address student subgroups, such as high- or low-performing students or English learners.

IAGDs are unique to a support specialist's particular learners. Those specialists with similar assignments may use the same assessments or measures of progress for their learning goals/objectives, but it is unlikely that they would have identical targets established for improved performance. For example, a school counselor in a district might set the same student learning goals and use the same assessment to measure those goals and objectives, but the targets and the proportion of students expected to achieve proficiency would likely vary among different learner populations. Additionally, individual service providers might establish differentiated targets for learners achieving at various performance levels.

IAGDs should be written in SMART goal language:

| | |
|---|---|
| **S** | **Specific and Strategic** |
| **M** | **Measurable** |
| **A** | **Aligned and Attainable** |
| **R** | **Results-oriented** |
| **T** | **Time-bound** |

A CSDE publication entitled *Student Learning Goals/Objectives 2014: A Handbook for Teachers and Administrators* is available for districts to use in this process.

**Guiding Questions for Developing Indicators of Academic Growth and Development**

- What are the quantitative targets that will demonstrate achievement of the learning goal/objective?
- Does the baseline and trend data support established targets?
- Is the assessment or measure of progress aligned to both learning objectives and the appropriate grade- or content-specific standards?
- Does the assessment or measure of progress allow high-achieving and low-achieving students to demonstrate their knowledge?

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*An interdisciplinary team that includes three classroom teachers, a special education teacher, and a library media specialist develop a goal to improve independent inquiry skills, using pre- and post-data connected with a project-based CAPstone program. IAGDs would differ relative to individual student data.*

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**Step 3: Providing Additional Information**

During the goal-setting process, support specialists and evaluators should document the following information:

- baseline data used to determine the learning goals/objectives;
- selected learner population;
- learning to be acquired, aligned to standards;
- interval of service;
- assessments or measures of progress to be used;
- service delivery strategies to be implemented;
- any important specifics, such as timing or scoring plans; and
- any professional learning or support needed to complete the objectives.

Support specialists must be able to identify the specific approaches they will use to meet the expectations established for learner growth. These include strategies designed to target subgroups of learners, such as to accelerate learning for struggling students or to supplement learning for advanced learners. Strategies should be research-based, age or developmentally appropriate, and clearly connected to the achievement of the learning targets.

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*A teacher in a science inquiry class develops a goal for students to create a science fair project connected with a career goal. The transition coordinator and the career services specialist create a parallel goal, working with three students with special needs to align their project to IEP goals for transition.*

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**Step 4: Submitting Learning Goals/Objectives to Evaluator for Review**

Learning goals/objectives are considered to be proposals until the support specialist and the evaluator review them and agree on them.

The goal-setting conference is an opportunity for a support specialist to discuss the thought process behind the development of the learning goals/objectives with his or her evaluator. The conference also provides a setting for considering supports needed to achieve the goal. At that time, the evaluator may provide written comments and discuss feedback with the specialist.

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*An administrator is aware that a social studies teacher has developed a learning goal around a study of the Holocaust. The administrator might suggest a parallel school counselor goal focusing on bullying, using a survey that indicates the likelihood of bystander intervention.*

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## Phase 3: Monitoring Progress Using Research-based Instructional Strategies

The power of learning goals/objectives lies in effective service delivery. Support specialists need to know what concrete steps will help learners meet their growth targets. Employing effective service delivery strategies to engage learners, using an assessment process to monitor ongoing progress, and adjusting services as necessary, are all good delivery practices that will move learners toward the growth targets. Support specialists may collaborate with colleagues to share learning data and develop strategies to address challenges that may arise throughout the year. Administrators may also work with support specialists to link learning goals/objectives with those of other educators, to implement appropriate strategies, and to assess progress toward achieving goals.

The key to successful implementation of learning goals and objectives is ongoing reflection about learning and development. Support specialists are encouraged to seek out professional learning opportunities to develop the strategies designed to improve the growth of every learner.

Support specialists and their evaluators conduct a midyear check-in on progress made toward student learning goals/objectives. Tracking student progress and collecting evidence of student growth helps service providers reflect on their own process and provides evidence of both progress and the need to make adjustments. The midyear review may result in revisions to the strategies or approaches being used, or adjustments to learning goals themselves, to reflect changes in student needs or demographics.

## Phase 4: Assessing Outcomes Relative to Learning Goals/Objectives

At the end of the school year, support specialists collect the evidence required by their IAGDs, upload artifacts to a data management software system, if available, and submit results to their evaluators. Along with the evidence, service providers should complete and submit a self-assessment, which asks them to reflect on the learning goals/objectives outcomes by responding to the following:

- describe the results and provide evidence for each IAGD;
- provide your overall assessment of whether this goal/objective was met;
- describe what you did that produced these results; and
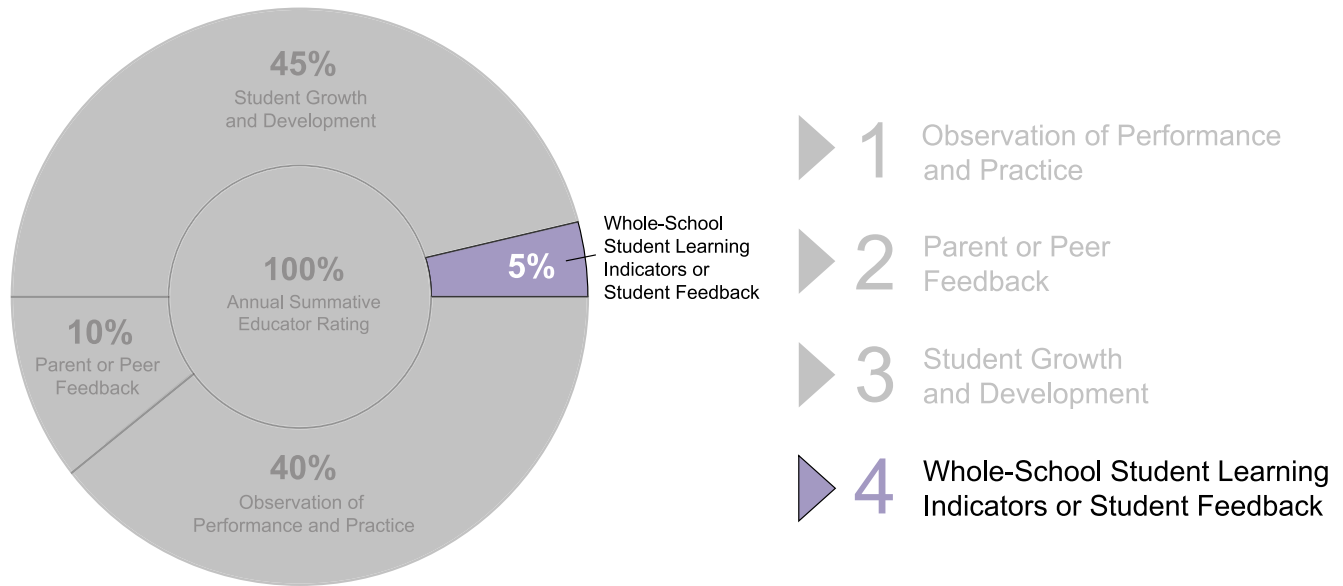- describe what you learned and how you will use that learning going forward.

Evaluators then review the evidence and the educator's self-assessment and assign one of four ratings.

For learning goals/objectives with more than one IAGD, the evaluator may score each indicator separately, and then average those scores for the overall growth and development rating. The evaluator may also choose to look at the results as a body of evidence regarding the accomplishment of the objective, and score the learning goals/objectives holistically.

*For learning goals/objectives with more than one IAGD, the evaluator may score each indicator separately, and then average those scores for the overall growth and development rating. The evaluator may also choose to look at the results as a body of evidence regarding the accomplishment of the objective, and score the learning goals/objectives holistically.*

# ▶ WHOLE-SCHOOL STUDENT LEARNING INDICATORS AND STUDENT/LEARNER FEEDBACK

The learner is at the center of every educator's effort, and the work of each support specialist is an essential part of that effort. A spirit of collaboration that is learner-centered is intrinsic to the professional success of every educator. Feedback from the school community and from learners in particular provides a concrete platform for support specialists to consider their contribution to the school community at large.



- ▶ 1  Observation of Performance and Practice
- ▶ 2  Parent or Peer Feedback
- ▶ 3  Student Growth and Development
- ▶ 4  Whole-School Student Learning Indicators or Student Feedback

In this fourth component of the CSDE evaluation system, the district professional development and evaluation committee (PDEC) can recommend whether to use a whole-school student-learning indicator, student/learner feedback, or a combination of the two to arrive at a rating that will make up 5 percent of an overall educator rating.

## Option 1: Whole-School Student Learning Indicator

For districts that include the whole-school student xlearning indicator in educator evaluations, a support specialist's indicator rating is equal to the aggregate rating for multiple student learning indicators used in the administrator's evaluation rating. For most schools, this is based on the school performance index (SPI)* and the administrator's progress on student learning goals and objectives. These form the *Student Learning Indicator* rating on an administrator's evaluation; that is, the 45 percent component of the administrator's final rating.

\* *Please note: In absence of a School Performance Index (SPI), the whole school student-learning indicator will be determined by the rating of the administrators' student learning indicators alone (45 percent).*

## Option 2: Student/Learner Feedback

Districts can use feedback from learners, collected through whole-school or educator-level surveys, to compose this five percent component of a support specialist's evaluation rating. School governance councils must assist in development of whole-school surveys, if applicable, to encourage alignment with school improvement goals.

### Eligible Educators and Alternative Measures

Student surveys are not applicable or appropriate for all support specialists. Ultimately, districts/programs should use their judgment in determining whether student surveys should be included in a particular service provider's summative rating. If a support specialist's "students" are adults, surveys can be developed to capture feedback, which can lead to program improvement. The following are some important guidelines to consider:

- Students in grades K–3 should not be surveyed unless an age-appropriate instrument is in place.
- Special education students who would not be able to respond to the survey, even with accommodations, should not be surveyed.
- Surveys should not be used to evaluate a support specialist if fewer than 15 learners would be surveyed or if fewer than 13 learners ultimately complete the survey.

When learner surveys are not appropriate for a particular service provider, the 5 percent allocated for student feedback should be replaced with the whole-school learning indicator.

### Establishing Goals for Learner Feedback

Student and educator support specialists and their evaluators should use their judgment in setting goals for the learner feedback component. Such a goal will usually refer to specific survey questions.

A service provider, in consultation with the evaluator, must decide how to measure results for the selected questions or identified focus. The CSDE recommends that educators measure performance in terms of the percentage of learners who responded favorably to a question or set of questions. Virtually all learner survey instruments have two favorable answer choices for each question. For example, if the survey instrument asks learners to respond to questions with *strongly disagree*, *disagree*, *neutral*, *agree* or *strongly agree*, performance on a goal would be measured as the percentage of students who respond *agree* or *strongly agree*.

Next, a support specialist must set a numeric performance target. This target should be based on either growth or maintenance of high performance. Support specialists are encouraged to bear in mind that growth may become harder as performance increases. For this reason, it is recommended that specialists set maintenance of high performance targets, rather than growth targets, when current performance exceeds 70 percent of learners responding favorably to a question.

> *Example: A service provider's fall survey shows that 73 percent of 10th-grade boys and 87 percent of 10th-grade girls responded favorably to the survey item, "My counselor cares about me." The counselor sets a growth goal to increase favorable responses by boys from 73 percent to 85 percent on the same question for the spring survey.*

Whenever feasible, a support specialist may decide to focus a goal on a particular subgroup of learners. Example: A service provider's fall survey shows that 73 percent of 10th-grade boys and 87 percent of 10th-grade girls responded favorably to the survey item, "My counselor cares about me." The counselor sets a growth goal to increase favorable responses by boys from 73 percent to 85 percent on the same question for the spring survey. The support specialist would develop strategies when working with male learners to potentially shift responses in a more positive direction. It is generally permitted for surveys to elicit demographic information, such as grade level, gender, and race/ethnicity.

**Arriving at a Student/Learner Feedback Summative Rating**

In most cases, summative ratings should reflect the degree to which a support specialist makes growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For learners with typically high ratings, summative ratings should reflect the degree to which ratings remain high. A support specialist, in agreement with the evaluator, can undertake the following steps to facilitate results:

- review survey results from prior period, e.g., previous school year or fall survey;
- set one measurable goal for growth or performance;
- discuss parameters for exceeding or partially meeting goals;
- administer surveys to learners later in the year;
- aggregate data and determine whether the goal was achieved; and
- assign a summative rating.

# ▶ SUPPORT AND DEVELOPMENT

## Evaluation-Informed Professional Learning

The CSDE's vision for professional learning is that each and every Connecticut educator should engage in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all learners. Student success depends on a collaborative approach to ensure effective teaching, service delivery, student or adult learning, and leadership. For Connecticut's students to graduate prepared for college and careers, educators must engage in strategically planned, well-supported, standards-based, continuous professional learning, focused on improving student performance.

A high-quality professional learning structure ensures that all educators have equitable and continuous access to relevant individual and collaborative opportunities. In turn, those opportunities enhance their practice so that all learners can look forward to a promising future.

## Professional Learning Values and Beliefs

The foundation of any effective system is its core values and beliefs. Values and beliefs "endure over time. They supersede time, programs, strategies and practice."[5]

An effective professional learning system:

- is fundamental to both educator and student or adult learner growth;
- supports the developmental process for educator growth in knowledge and skills and addresses stages of change;
- provides each and every educator access to opportunities to engage in continuous career-long learning to refine, improve, and enhance practice;
- supports an ongoing process, not an event, that results in changes to individuals first, then institutions;
- includes relevant job-embedded learning that requires dedicated and sustained time;
- supports individual educator, team, school district, and state improvement goals aligned to a vision for teaching and learning;
- promotes educator collaboration around relevant, meaningful goals that align to and support an overall shared district vision for teaching and learning;
- encourages all members of the learning community to build and cultivate collective responsibility, continuous improvement, and shared leadership toward effective professional learning experiences; and
- uses knowledge and understanding of different cultures in the school community to promote effective interactions among students, educators, families, and the larger community.

The *Connecticut Standards for Professional Learning* were designed to support excellence through high-quality professional learning for all educators. The following eight standards are important to the design, implementation, and sustainability of a professional learning system. They define the characteristics of a system that can be used by professional development and evaluation committees, district and school administrators, educators and stakeholders to ensure high-quality professional learning.

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5. Hirsch, S., & Killion, J. (2007). *The Learning Educator: A New Era in Professional Learning.* Oxford, OH: National Staff Development Council.

## Connecticut Standards for Professional Learning (May 2015)

**Cultural Competence:** *Professional learning that enhances both educator practice and outcomes for each and every student* facilitates educators' self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally responsive strategies to enrich the educational experiences for all students.

**Learning Communities:** *Professional learning that enhances both educator practice and outcomes for each and every student* occurs within learning communities committed to continuous growth, collective responsibility, family and community engagement, and alignment of district and school vision and goals.

**Leadership:** *Professional learning that enhances both educator practice and outcomes for each and every student* requires and develops leadership capacity at all levels to advocate for and create systems for professional learning.

**Resources:** *Professional learning that enhances both educator practice and outcomes for each and every student* requires purposeful planning for the identification, coordination, monitoring, evaluation, and equitable use and allocation of resources to support educator learning.

**Data:** *Professional learning that enhances both educator practice and outcomes for each and every student* requires the use of both quantitative and qualitative student, educator and system data to plan, implement, monitor and assess professional learning.

**Learning Designs:** *Professional learning that enhances both educator practice and outcomes for each and every student* integrates research on effective adult learning and uses flexible learning designs to achieve intended outcomes.

**Implementation:** *Professional learning that enhances both educator practice and outcomes for each and every student* applies change research and uses tools to identify and support the developmental stages of change and ensures the fidelity of implementation.

**Outcomes:** *Professional learning that enhances both educator practice and outcomes for each and every student* is aligned with district/school goals, relevant Connecticut standards, and other agreed-upon standards for educator practice and student growth.

Throughout the process of implementing any evaluation and support plan, all support specialists in agreement with their evaluators identify professional learning needs that support their goals and objectives. The identified needs serve as the foundation for ongoing conversations about practice and impact on student outcomes. The professional learning opportunities identified for each educator should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among educators, which can then be targeted with schoolwide or districtwide professional learning opportunities.

Many student and educator support specialists are members of professional organizations that outline specific standards for continuing education. Each of the organizations listed below feature professional learning opportunities that may lend support to an individual, school or district professional learning plan:

- National Association of Social Work
- American School Counselor Association
- National Association of School Psychologists
- American Speech-Language-Hearing Association
- American Association of School Librarians
- Council for Exceptional Children
- TESOL International Association
- Division of Career Development and Transition

## Improvement and Remediation Plans

If a support specialist's performance is rated as developing or below standard, it signals the need for focused support and development. At that point, districts must initiate a system to support service providers not meeting the proficiency standard. Improvement and remediation plans should be developed in consultation with the support specialist and his or her exclusive bargaining representative, according to the level of identified need and stage of development.

Districts may develop a system that might include the following levels of support:

- **Structured Support:** A support specialist receives structured support when an area of concern is identified during the school year. The support is intended to provide short-term assistance to address a concern at an early stage.

- **Special Assistance:** A support specialist receives special assistance when he or she earns an overall performance rating of developing or below standard, and/or has already received structured support. A service provider may also receive special assistance if he or she does not meet the goals of the structured support plan. This support is intended to assist a provider who is having difficulty consistently demonstrating proficiency.

- **Intensive Assistance:** A support specialist receives intensive assistance when he or she does not meet the goals of the special assistance plan. This support is intended to build the service provider's competency.

Well-articulated improvement and remediation plans contain the following elements:

- targeted supports, in consultation with the support specialist, which may include specialized professional development, collegial and administrative assistance, increased supervisory observations and feedback, or special resources and strategies aligned to the identified improvement outcomes;

- goals linked to specific indicators within the observation of practice framework that specify exactly what the support specialist must demonstrate at the conclusion of the improvement and remediation plan in order to be proficient;

- a timeline for implementing such resources, supports and other strategies, during the same school year as the plan is developed;

- dates for interim and final reviews in accordance with stages of support; and

- indicators of success, including a rating of proficient or better at the conclusion of the improvement and remediation plan.

## Career Development and Growth

A comprehensive professional learning plan is the map that guides professional learning. It clearly describes how professional learning is developed, implemented, monitored, and evaluated within a district and school.

Rewarding exemplary performance with opportunities for career development and professional growth builds confidence in the evaluation and support system itself and builds the capacity and skills of all teachers.

Examples might include opportunities to observe peers, mentor early career teachers/service providers, participate in the development of improvement and remediation plans for peers whose performance is developing or below standard, lead professional learning communities, explore differentiated career pathways, and attend focused professional learning based on goals for continuous growth and development.

## ▶ RESOURCES

Student and educator support specialists have training and expertise in specific disciplines, all of which have professional resources, publications, and standards unique to their fields of concentration. The following resources have been identified for those who wish to deepen their understanding of a variety of teacher and support specialist roles:

### Teachers of Students with *Autism*:

- AET National Autism Standards for Schools and Educational Settings. Retrieved from: http://www.aettraininghubs.org.uk/wp-content/uploads/2012/06/AET-National-Autism-Standards_distributed.pdfn Center
- National Association of Special Education Teachers: http://www.naset.org/autism 2.0
- Teaching Students with Autism: A Guide for Educators. National Education Association. Retrieved from: http://www.nea.org/home/18459.htm.
- National Autism Association: http://www.nationalautismassociation.org
- Connecticut Collaborative to Improve Autism Services — Department of Public Health: http://www.ct.gov/dph/cwp/view.asp?a=3138&q=499610
- Guidelines for Identification and Education of Children and Youth with Autism. Retrieved from: http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Guidelines_Autism.pdf.

### Teachers of Students Who Are *Blind and Partially Sighted:*

- National Organization of Blind Educators: http://nfb.org
- American Association of Blind Teachers: http://blindteachers.net
- The National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities, Revised. Retrieved from the American Federation for the Blind: http://www.afb.org/info/national-agenda-for-education/2f
- Connecticut Bureau of Education and Services for the Blind: http://www.ct.gov/besb/site/default.asp

### Teachers of Students Who Are *Deaf and Hearing Impaired*:

- Council on Education of the Deaf: http://councilondeafed.org.
- Draft Initial Special Education Deaf and Hard of Hearing Specialty Set. Retrieved from: http://councilondeafed.org/
- Gallaudet University: Lauren Clerc National Deaf Education. Retrieved from: http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/resources/national_organizations_.html
- Connecticut Commission on the Deaf and Hearing Impaired: http://www.cdhi.ct.gov
- Walsh, Kelly (August 10, 2009). Internet Resources for Teachers Working with Hearing Impaired Students. Retrieved from http://www.emergingedtech.com/2009/08/internet-resources-for-teachers-working-with-hearing-impaired-students.

### English Language Coaches

- Connecticut Core Standards for English Language Arts. Retrieved from: http://ctcorestandards.org

## Teachers of Students Who Are *English Learners or Bilingual*:

- National Association for Bilingual Education: www.nabe.org
- Teachers of English to Speakers of Other Languages (TESOL): www.tesol.org
- National Council of Teachers of English: www.ncte.org

**Connecticut Resources:**

- NEW English Language Proficiency Standards: http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320848
- Connecticut Administrators of Programs for English Language Learners http://capellct.org
- *English Language Learners and Special Education: A Resource Handbook* (2011) http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/bilingual/CAPELL_SPED_resource_guide.pdf
- *Position Statement and Guidelines for Policy Makers* [PDF]
- *English Language Learner Framework* (State Board Approved 11/05) [DOC]
- *English Language Learner Framework - Coded* (Revised February 2011) [DOC]
- *Common Core State Standards: English Language Arts and English Language Learner Framework "Connections"*
    – A Kindergarten [PDF]
    – B Grade 1 [PDF]
    – C Grade 2 [PDF]
    – D Grade 3 [PDF]
    – E Grade 4 [PDF]
    – F Grade 5 [PDF]
    – G Grade 6 [PDF]
    – H Grade 7 [PDF]
    – I Grade 8 [PDF]
    – J Grade 9-10 [PDF]
    – K Grade 11-12 [PDF]
- *Common Core State Standards for Mathematical Practice and English Language Learner Framework "Connections"* [PDF]
- *English Language Learner Data Bulletin* [PDF]
- Assessment Requirements for English Language Learners
- *ELL Program Codes* [PDF]
- *Bilingual Education Statute;* Bilingual Education Statute: Section 10-17e-j, inclusive, of the CGS
- *The Connecticut Bilingual Education Statute Questions and Answers* [PDF]

## Library Media Specialists:

- American Library Association (ALA)
- American Association for School Librarians (AASL)
- Association for Educational Communications and Technology (AECT)
- The International Society for Technology in Education (ISTE)
- Connecticut Commission for Educational Technology (CTEDTECH)
- Connecticut Education Network
- Connecticut Educators Computer Association (CECA)
- Connecticut Library Association (CLA)

## Marital and Family Therapists:

- American Association for Marital and Family Therapy: http://www.aamft.org/iMIS15/AAMFT/
- *Connecticut Guidelines for a Coordinated Approach to School Health:* http://www.sde.ct.gov/sde/LIB/sde/PDF/deps/student/Guidelines_CSH.pdf
- Connecticut State Department of Education Circular Letter C-8 (May 7, 2012) entitled *Certification Endorsement for School Marriage and Family Therapists.* http://www.sde.ct.gov/sde/lib/sde/pdf/circ/circ11-12/c8.pdf

## Math Coaches:

- *Connecticut Core Standards for Math.* Retrieved from: http://ctcorestandards.org

## Occupational Therapists:

- The American Occupational Therapy Association, Inc.: http://www.aota.org
- Connecticut Occupational Therapy Association: http://www.connota.org
- Guidelines for Occupational Therapy in Educational Settings: http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/OTGuidelines.pdf

## Physical Therapists:

- American Physical Therapy Association: http://www.apta.org
- Connecticut Physical Therapy Association: http://www.ctpt.org
- Guidelines for Physical Therapy in Educational Settings: www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/PTGuidelines.pdf

## School Counselors:

- American School Counselor Association: http://schoolcounselor.org
- National Association for College Admission Counseling: http://www.nacacnet.org/counseling-pros/Pages/default.aspx
- Connecticut School Counselor Association: http://www.ctschoolcounselor.org
- Best Practices for School Counseling in Connecticut: http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/BestPractices.pdf
- Comprehensive School Counseling: http://www.sde.ct.gov/sde/LIB/sde/PDF/DEPS/special/counseling.pdf

## School Social Workers:

- National Association of School Social Workers: http://www.naswdc.org/practice/school/default.asp
- National Association of Social Workers: http://socialworkers.org
  Connecticut State Department of Education. (2012). Practice guidelines for delivery of school social work services: promoting the social-emotional competencies of students – linking families, schools and communities. Retrieved from: http://www.sde.ct.gov/sde/cwp/view.asp?a=2663&q=334342.

## School Nurses:

- National Association of School Nurses: http://www.nasn.org
- Association of School Nurses of Connecticut: www.ctschoolnurses.org

- Connecticut Health Promotion Services/School Nurse webpage; http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320768
- Clinical Procedure Guidelines for Connecticut School Nurses: http://www.sde.ct.gov/sde/lib/sde/pdf/publications/clinical_guidelines/clinical_guidelines.pdf

## School Psychologists:

- National Association of School Psychologists: http://www.nasponline.org
- Connecticut Association of School Psychologists: http://caspweb.org
- Connecticut SDE school psychologist webpage: http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320742

## Special Education Teachers:

- National Association of Special Education Teachers: http://www.naset.org
- National Education Association: www.nea.org/specialed
- American Federation of Teachers: www.aft.org
- Connecticut Education Association: www.cea.org
- Connecticut Federation of Teachers: www.aftct.org
- Connecticut Bureau of Special Education (BSE) resources webpage:
- http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320730

## Speech and Language Pathologists:

- American Speech – Language – Hearing Association: www.asha.org
- National Black Association for Speech – Language and Hearing:  http://www.nbaslh.org/
- Connecticut Speech – Language – Hearing Association: www.ctspeechhearing.org
- Guidelines for Speech and Language Programs http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Speech_Language_2008.pdf

## Transition Coordinators:

- Technical Assistance and Continuing Education Center: http://www.tacesoutheast.org/search_results.php?q=high+school&submit=Search
- National Rehabilitation Association – Transition Specialties Division:
- http://www.nationalrehab.org/cwt/external/wcpages/divisions/transition_specialties_division.aspx
- *Preparing Students with Disabilities for School-to-Work Transition and Postschool Life*. Retrieved from http://www.nasponline.org/resources/principals/Transition percent20Planning percent20WEB.pdf.
- Connecticut's Transition Training Manual and Resource Directory. Retrieved from
- http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Transition_Manual.pdf.
- *Building a Bridge: A Transition Manual for Students*. Retrieved from http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/BuildingABridge.pdf.
- Connecticut State Department of Education's Secondary Transition webpage:
- http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322676

# ▶ APPENDIX

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

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

**Adapted for Student and Educator Support Specialists**

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



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

**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. As with any tool for the observation of educator performance and practice, the *CCT Rubric for Effective Service Delivery 2015* is offered as an option for use as part of a district's evaluation and support plan and can be considered by the established district Professional Development and Evaluation Committee (PDEC). Specifically, school psychologists, speech and language pathologists, school social workers and school counselors may find this adapted rubric to most closely represent a progression of their practice; however, this most recent version has considered other educators in a school that may have unique assignments and responsibilities (e.g., board-certified behavior analyst (BCBA), home school family liaison, instructional coach, transition coordinator, etc.).

## Training and Proficiency

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

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

## Calibration

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

# Introduction

## Observation Process

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

Evidence can be gathered from formal observations, informal observations and non-classroom observations/reviews of practice. As part of the initial goal-setting conference for 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 2015*.

**E. Ratings/Feedback:** Based on the training guidelines for the *CCT Rubric for Effective Service Delivery 2015*, the evaluator will tag evidence to the appropriate indicator within the domains of the rubric and provide feedback to the service provider. Although each attribute within an indicator may not be applicable to the service provider's role or the specific learning environment where the observation is taking place, a trained evaluator should be able to collect evidence for most attributes within each indicator during an academic year.

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

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

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

| CT Common Core of Teaching Standards | | *CCT Rubric for Effective Service Delivery 2015* | | Generally Observed |
|---|---|---|---|---|
| Domain 1 | Content and Essential Skills, which includes **The CT Core Standards** and other CT content standards | | *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 | 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 | | *Now integrated throughout the other domains* | |
| Domain 6 | Professional Responsibilities and Teacher Leadership | Domain 4 | Professional Responsibilities and Leadership | Non-classroom Observations/ Reviews of Practice |

# CCT Rubric for Effective Service Delivery 2015 — At a Glance

| Evidence Generally Collected Through **Observations** | Evidence Generally Collected Through **Non-classroom/Reviews of Practice** |
|---|---|
| ▶ 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. | 2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. |
| 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment. | 2b. Developing plans to actively engage learners in service delivery. |
| 1c. Maximizing service delivery by effectively managing routines and transition. | 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. | 4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult 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. | 4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning. |
| 3c. Assessing learning, providing feedback and adjusting service delivery. | 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning. |

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

*Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:*
**INDICATOR 1a: Promoting a positive learning environment that is respectful and equitable.**[1]

| ATTRIBUTES | | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY *All characteristics of Proficient, plus one or more of the following:* |
|---|---|---|---|---|---|
| | **Rapport and positive social interactions** | Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners. | Interactions between service provider and learners are generally positive and respectful. The provider inconsistently attempts to promote positive social interactions among learners. | Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions among learners. | Fosters an environment where learners proactively demonstrate positive social interactions and conflict-resolution skills. |
| | **Respect for learner diversity**[2] | Establishes and maintains a learning environment that disregards learners' cultural, social or developmental differences. | Establishes and maintains a learning environment that is inconsistently respectful of learners' cultural, social or developmental differences. | Establishes and maintains a learning environment that is consistently respectful of learners' cultural, social or developmental differences. | Recognizes and incorporates learners' cultural, social and developmental diversity as an asset to enrich learning opportunities. |
| | **Environment supportive of intellectual risk-taking** | Creates or promotes a learning environment that discourages learners to take intellectual risks. | Creates or promotes a learning environment that encourages some but not all learners to take intellectual risks. | Consistently creates or promotes a learning environment that encourages learners to take intellectual risks. | Creates an environment where learners are encouraged to take risks by respectfully questioning or challenging ideas presented. |
| | **High expectations for learning** | Establishes and communicates few or unrealistic expectations for learners. | Establishes and communicates realistic expectations for some, but not all learners. | Establishes and communicates high but realistic expectations for all learners. | Creates opportunities for learners to set their own goals and take responsibility for their own growth and development. |

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

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

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

*Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:*
**INDICATOR 1b: Promoting developmentally appropriate standards of
social and behavioral functioning that support a productive learning environment.**

| ATTRIBUTES | | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY All characteristics of **Proficient**, plus one or more of the following: |
|---|---|---|---|---|---|
| | **Communicating and reinforcing appropriate standards of behavior** | Minimally communicates and/or reinforces appropriate standards of behavior resulting in interference with learning. | Inconsistently communicates or reinforces appropriate standards of behavior resulting in some interference with learning. | Communicates and reinforces appropriate standards of behavior that support a productive learning environment. | Creates opportunities for learners to take responsibility for their own behavior or seamlessly responds to misbehavior. |
| | **Promoting social and emotional competence[3]** | Minimally attentive to teaching, modeling or reinforcing social skills and provides little to no opportunity for learners to self-regulate and take responsibility for their actions. | Inconsistently teaches, models, or reinforces social skills and limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions. | Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions. | Encourages learners to independently apply proactive strategies[4] and take responsibility for their actions. |

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

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

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

*Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:*
**INDICATOR 1c: Maximizing service delivery by effectively managing routines and transition.**[5]

| | | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY *All characteristics of Proficient, plus one or more of the following:* |
|---|---|---|---|---|---|
| **ATTRIBUTES** | **Routines and transitions appropriate to needs of learners** | Implements and manages routines and transitions resulting in significant loss of service delivery time. | Implements and manages routines and transitions resulting in some loss of service delivery time. | Implements and manages effective routines and transitions that maximize service delivery time. | Encourages or provides opportunities for learners to demonstrate or independently facilitate routines and transitions. |

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

# Domain 2: Planning for Active Learning

*Service providers design[6] academic, social/behavioral, therapeutic, crisis or consultative plans[7] 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.**

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

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

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

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

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

# Domain 2: Planning for Active Learning

*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 2b: Developing plans to actively engage learners in service delivery.**

| ATTRIBUTES | | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY *All characteristics of Proficient, plus one or more of the following:* |
|---|---|---|---|---|---|
| | **Strategies, tasks and questions** | Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement. | Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement. | Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement. | Selects or designs plans that allow learners to apply or extend learning to the school setting and larger world. |
| | **Resources[10] and flexible groupings[11] and new learning** | Selects or designs resources or groupings that do not actively engage learners or support new learning. | Selects or designs resources and groupings that actively engage and support some, but not all, learners. | Selects or designs a variety of resources and flexible groupings that actively engage learners in demonstrating new learning in multiple ways. | Selects or designs opportunities for learners to make choices about resources and flexible groupings to support and extend new learning. |

10. Resources include, but are not limited to, available textbooks, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software kits, games, pictures, posters, artistic prints, study prints, sculptures, models, maps, motion pictures, audio and video recordings, DVDs, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

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

## Domain 2: Planning for Active Learning

| | | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY All characteristics of **Proficient**, plus one or more of the following: |
|---|---|---|---|---|---|
| | | *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[12] to identify and plan learning targets.** | | | |
| **ATTRIBUTES** | **Selection of assessments and interpretation of results** | Does not use knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information. | Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information. | Uses knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information. | Conducts information sessions with colleagues to enhance understanding of the assessment selection process, information obtained and development of learning plans. |
| | **Criteria for learner success** | Does not identify appropriate criteria for assessing learner success. | Identifies general criteria for assessing learner success. | Identifies objective and measurable criteria for assessing learner success. | Integrates learner input into the plan for assessing learner success. |
| | **Ongoing assessment of learning** | Does not plan for use of assessment strategies or methods to monitor or adjust service delivery. | Plans for use of assessment strategies or methods that provide limited opportunities to monitor or adjust service delivery. | Plans for use of assessment strategies or methods at critical points to effectively monitor or adjust service delivery. | Plans to engage learners in using assessment criteria to self-monitor and reflect on learning. |

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

# Domain 3: Service Delivery

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

**INDICATOR 3a: Implementing service delivery[13] for learning.**

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

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

## Domain 3: Service Delivery

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

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

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

## Domain 3: Service Delivery

| | | | | |
|---|---|---|---|---|
| Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by: **INDICATOR 3c: Assessing learning, providing feedback[14] and adjusting service delivery.** | | | | |
| | | **BELOW STANDARD** | **DEVELOPING** | **PROFICIENT** | **EXEMPLARY** *All characteristics of Proficient, plus one or more of the following:* |
| **ATTRIBUTES** | **Criteria for learner success** | Does not communicate criteria for academic or social/behavioral success. | Communicates general criteria for academic or social/behavioral success. | Communicates or models specific criteria for academic or social/behavioral success. | Integrates learner input in identifying criteria for individualized academic or social/behavioral success. |
| | **Ongoing assessment of learning** | Uses assessment strategies or methods that are not relevant to academic or social/behavioral outcomes. | Uses assessment strategies or methods that are partially aligned to intended academic or social/behavioral outcomes. | Uses a variety of assessment strategies or methods that elicit specific evidence of intended academic or social/behavioral outcomes at critical points throughout service delivery. | Provides opportunities for learners to identify strengths, needs, and help themselves or their peers to improve learning. |
| | **Feedback to learner** | Provides no meaningful feedback or feedback is inaccurate and does not support improvement toward academic or social/behavioral outcomes. | Provides general feedback that partially supports improvement toward academic or social/behavioral outcomes. | Provides specific, timely, accurate and actionable feedback that supports the improvement and advancement of academic or social/behavioral outcomes. | Encourages self-reflection or peer feedback that is specific and focused on advancing learning. |
| | **Adjustments to service delivery[15]** | Adjustments to service delivery are not responsive to learner performance or engagement in tasks. | Adjustments to service delivery are responsive to some, but not all, learners' performance or engagement in tasks. | Adjustments to service delivery are responsive to learner performance or engagement in tasks. | Engages learners in identifying ways to adjust their academic or social/behavioral plan. |

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

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

# Domain 4: Professional Responsibilities and Leadership

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

# Domain 4: Professional Responsibilities and Leadership

*Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:*
**INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.**

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

# Domain 4: Professional Responsibilities and Leadership

| | | *Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:*<br>**INDICATOR 4c: Working with colleagues, students and families to develop and sustain**<br>**a positive school climate that supports student/adult learning.** | | | |
|---|---|---|---|---|---|
| | | **BELOW STANDARD** | **DEVELOPING** | **PROFICIENT** | **EXEMPLARY**<br>*All characteristics of Proficient, plus one or more of the following:* |
| **ATTRIBUTES** | **Positive school climate** | Does not contribute to developing and sustaining a positive school climate. | Takes a minimal role in engaging with colleagues, learners or families to develop and sustain a positive school climate. | Engages with colleagues, learners or families to develop and sustain a positive school climate. | Leads efforts within and outside the school to improve and strengthen the school climate. |
| | **Stakeholder[16] engagement** | Does not communicate with stakeholders about learner academic or behavioral performance outside required reports and conferences. | Communicates with stakeholders about learner academic or behavioral performance through required reports and conferences, and makes some attempts to build relationships with some, but not all, stakeholders. | Communicates frequently and proactively with stakeholders about learner academic or behavioral expectations and performance, and develops positive relationships with stakeholders to promote learner success. | Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders and communities to support learner growth and development. |
| | **Culturally responsive communications[17] with stakeholders** | Demonstrates a lack of awareness of cultural differences or inserts bias and negativity when communicating with stakeholders. | Demonstrates an awareness of some, but not all, cultural differences when communicating with stakeholders. | Demonstrates knowledge of cultural differences and communicates in a responsive manner with stakeholders and the community. | Leads efforts to enhance culturally responsive communications with stakeholders. |

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

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