NORWALK PUBLIC SCHOOLS

TEACHER EVALUATION

PROFESSIONAL LEARNING PLAN

2018-2019

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

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

CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

September 2017

Rev May 2018
INTRODUCTION

The Norwalk Teacher Evaluation Committee adopted the following area of SEED:
- Differentiation of levels of teacher experience in the evaluation process
- Strong connections between student learning and professional growth
- Collaboration in support of school improvement
- The ability to consider professional growth opportunities for teachers assessment opportunities for evaluators

Teacher Plan Definitions
Drop-In - Unscheduled informal visit to the classroom that typically lasts up to 10 minutes with no formal data collection. The teacher should be provided with some type of feedback, however brief. This is not a visit that can be further cited in evaluation documents.

Evaluator - Supervisor certified in administration and supervision who is employed under their 092-certification endorsement.

Formal observation - Planned observations that last approximately 45 minutes or up to the duration of the period, preceded by a pre-observation conference, followed by a post-observation conference, and with timely written and verbal feedback within 10 days as detailed on page 4.

Informal observations - Unscheduled observations that typically last about 20 minutes, and must be followed by meaningful written and/or verbal feedback within 2 days. A review of practice may constitute an informal observation. This is a visit that is cited in evaluation documents. In the observation process, teachers with three or more years of experience who have a summative rating of proficient or exemplary need to have a minimum of three informal observations and a review of practice in the year of the cycle with no formal in-class observations. While a review of practice could be an informal evaluation, it cannot take the place of the three in-class observations.

Post-conference - Meeting with teacher and evaluator that typically occurs a day or two after the observation (formal or informal). Post-conferences provide a forum for discussion and reflecting on the observation against the established rubrics and for generating action steps that will lead to the teacher’s improvement.

Pre-conference - Meeting with teacher and evaluator that typically occurs a day or two before a formal observation. Pre-conferences are used for establishing the context for the lesson, providing information about the students to be observed, setting expectations for the observation process, and providing the evidence for Domain 2: Planning for Active Learning.

Primary evaluators
The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

Review of practice - Non-classroom observations including, but not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts. Described on page 5. While a review of practice could be an informal evaluation, it cannot take the place of the three informal in-class observations during the informal cycle of evaluations.
Teacher - Any certified staff including, but not limited to classroom teachers, speech/language pathologists, social workers, school psychologist, counselors and resource teachers, etc.

The Norwalk Plan for Teacher Evaluation and Professional Development has been implemented since 2012. All evaluators will receive training in observation and evaluation and calibration for inter-rater reliability by September 15. Evaluators will demonstrate proficiency on an ongoing basis in conducting teacher evaluations. Training for certified staff will occur by October 15.

TEACHER EVALUATION AND DEVELOPMENT MODEL

Introduction
This document outlines the foundation for the Norwalk model for the evaluation and development of teachers. It is based on SEED, which is Connecticut’s System for Educators Evaluation and Development.

Purpose and Rationale
When teachers succeed, students succeed. Research has shown that no school-level factor matters more to student success than high-quality teachers. To support teachers, we need to clearly define excellent practice and results; give accurate useful information about teachers’ strengths and development areas; encourage honest and open dialogue about effective professional practices; and provide opportunities for growth and recognition. The purpose of the evaluation model is to fairly, collaboratively and accurately evaluate teacher performance and to help each teacher strengthen his or her practice to improve student learning.

Core design principles
The following principals guided the design of the teacher evaluation model:
- Consider multiple standards-based measures of performance
- Emphasize teacher growth over time
- Promote both professional judgment and consistency
- Foster dialogue about student learning
- Encourage aligned professional learning, coaching and feedback to support teacher growth
- Ensure feasibility of implementation
EVALUATION AND SUPPORT SYSTEM
OVERVIEW

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped into major focus areas: Teacher Practice and Student Outcomes.

1. Teacher Practice Related Indicators: An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:

   (a) Observation of teacher performance and practice (40%) as defined in the CCT for Effective Teaching 2017 and the CCT Rubric for Effective Service Delivery 2017, which articulates four domains.

   (b) Parent feedback (10%) on teacher practice through surveys

2. Student Outcomes Related Indicators: an evaluation of teachers’ contribution to student academic progress, at the school and classroom level. There is also an option in this focus area to include student feedback.

   (a) Student growth and development as determined by the teachers Student Learning Objectives (SLO’s).

   (b) Whole-school measures of student learning as determined by aggregate rating for multiple student learning indicators (5%) established for the administrator evaluation rating.

* Goals and Objectives Using Multiple Indicators of Growth and Development

Following current Connecticut SEED model practice, (45%) of the Indicators of Academic Growth and Development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated test score, but shall be determined through the comparison of data across assessments administered over time.

Each teacher must establish a minimum of one Student Learning Objectives (SLOs.)

   Each SLO must have at least one Indicator of Academic Growth and Development (IAGD)
   In total, each teacher must have at least two IAGDs.
   22.5% of IAGDs shall be based on a standardized measure, if available and appropriate.
   22.5% of IAGDs shall be based on non-standardized measures, or 45% if no standardized measures are available or appropriate.

Scores from each of the four categories are combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

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
## Observation Process

<table>
<thead>
<tr>
<th>Teachers New to the District</th>
<th>At least three formal in-class observations: two of which include a pre-conference and all of which include a post-conference.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Below Standard and Developing</strong></td>
<td>At least three formal in-class observations: two of which include a pre-conference and all of which must include a post-conference. One of the formal observations may be a non-classroom observation tied to a teacher’s professional needs and student progress, i.e. Observations of a data team meeting, coaching/mentoring another teacher, or a common planning meeting. Norwalk Focused Assistance and Intervention Plan if needed.</td>
</tr>
<tr>
<td><strong>Proficient and Exemplary</strong></td>
<td>Teachers who receive and maintain a performance evaluation designation of proficient or exemplary shall be evaluated with a minimum of one formal in-class observation no less frequent than every three years and three informal in-class observations in all other years. One review of practice shall be completed every year. see definitions.</td>
</tr>
</tbody>
</table>

Observations beyond the minimum protocol are encouraged and shall be preceded by dialogue with the teacher about the rationale for them.

The district will use the CCT for Effective Teaching 2017 and the CCT Rubric for Effective Service Delivery 2017 (see Attachment A):

- **Domain one:** Classroom Environment, Student Engagement and Commitment to Learning
- **Domain two:** Planning for Active Learning
- **Domain three:** Instruction for Active Learning
- **Domain four:** Professional Responsibilities and Teacher Leadership

**Formal observations:** Planned observations shall last approximately 45 minutes, which should be sufficient time to collect meaningful data about individual professional practice, or up to the duration of the period. Formal observations shall ideally occur within two (2) school days of a pre-observation conference. A post-observation conference shall occur approximately two (2) school days after the lesson. The written observation shall be completed within approximately ten (10) school days of the post-observation conference.
• **Pre-conferences** are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. A pre-conference can be held with a group of teachers, where appropriate.

• **Post-conferences** provide a forum for reflecting on the observation against the CCT Rubric for Effective Teaching 2017 and the CCT Rubric for Effective Service Delivery 2017 for generating action steps that will lead to a teacher’s improvement. A good post-conference:
  
  o Begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed;
  o Cite objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher successes, what improvements will be made, and where future observations may focus.

**Informal observations** are unscheduled observations that typically last about 20 minutes, and must be followed by meaningful written and/or verbal feedback within 2 days. This is a visit that is cited in evaluation documents. A review of practice may constitute an informal observation, but may not take the place of the three required informal evaluations in that cycle of evaluation.

• **Non-classroom observations/reviews of practice.** Because the evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the 2017 CCT Rubrics, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. Non-classroom observations/reviews of practice may include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts.

**Retirement. Teachers** who have a previous summative rating of Proficient or Exemplary who have submitted their resignation for purposes of retirement must follow the established observation protocol as with all other teachers.

**Parent Feedback**

Feedback from parents will be used to help determine the remaining 10% of the teacher practice indicators focus area. Provision is included for School Governance Council to assist in the development of whole school surveys to align with school improvement goals.

The process for determining the parent feedback rating includes the following steps:

1. The school conducts a whole-school parent survey, which is aggregated at the school level.
2. Administrators and teachers determine several school-level parents goals based on the survey feedback.
3. The teacher and evaluator identify one related parent-engagement goal and set improvement targets.
4. Evaluator and teacher measure progress on growth targets; and
5. Evaluator determines a teacher’s summative rating, based on four performance levels.
Administration of a Whole School Parent Survey
Parent survey should be conducted at the whole-school level as opposed to the teacher level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential and survey responses should not be tied to parents’ names. The parent survey should be distributed to every spring and trends analyzed from year-to-year.

Determining School-Level Parent Goals
Evaluators and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals. Ideally, this goal setting process would occur between the principal and teachers (possibly during faculty meetings) in late August or September so agreement can be reached on 2-3 improvement goals for the entire school/program.

Selecting a Parent Engagement Goal and Improvement Targets
After the school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators one related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

Measuring Progress on Growth Targets
Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback component. There are two ways teachers can measure and demonstrate progress on their growth targets. Teachers can (1) measure how successfully they implement a strategy to address an area of need, (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate. For example, teachers can conduct interviews with parents for a brief parent survey to see if they improved on their growth target.

Arriving at a Parent Feedback Rating
The Parent Feedback Rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

<table>
<thead>
<tr>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Below Standard (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded the goal</td>
<td>Met the goal</td>
<td>Partially met the goal</td>
<td>Did not meet the goal</td>
</tr>
</tbody>
</table>
Teacher Evaluation Process and Timeline
The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations at the beginning, middle, and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

Goal-Setting and Planning:
Timeframe: Target is October 15: must be completed by November 15

1. Orientation of Process- To begin the evaluation process, evaluators meet with teachers, in a group or individually to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process

2. Teacher Reflection and Goal-Setting – The teacher examines student data, prior year evaluation and survey results and the 2017 CCT Rubric Domains to draft a proposed performance and practice goal(s), a parent feedback goal, student learning objectives (SLOs). The teacher may collaborate in grade-level or subject matter teams to support the goal-setting process.

3. Goal-Setting Conference – The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.
Mid-Year Check-In:
Timeframe: January and February
1. Reflection and Preparation – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.

2. Mid-Year Conference -- The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing review progress/concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g. students populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

End-of-Year Summative Review:
Timeframe: Mid-May to June are periods of reflection and self-assessment. Whenever possible, all observations that will be used to determine a final rating should be completed before the self-assessment phase of the yearly cycle. All documents must be completed by June 30.

1. Teacher self-assessment – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.

2. Scoring – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating.

3. End-of-Year Conference -- The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year or before June 30.

Primary evaluators
The primary evaluator for most teachers will be the school principal or assistant principal/housemaster, who will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

Ensuring fairness and accuracy: Evaluator Training, Monitoring and Auditing
The Norwalk Plan for Teacher Evaluation and Professional Development has been implemented since 2012. All evaluators will receive training and calibration for inter-rater reliability by September 15. Training for certified staff will occur by October 15.
SUPPORT AND DEVELOPMENT

As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along to exemplary practice.

Evaluation-Based Professional Learning
In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout the Norwalk model, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator. This will serve as the foundation for ongoing conversations about the teacher’s practice and impact on student outcomes. The professional learning opportunities identified for each teacher 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 teachers, which can then be targeted with school-wide professional development opportunities.

Improvement and Remediation Plans

A. Focused Assistance Plan and Process

Definition: If a teacher’s summative rating is *developing or below standard,* or there is a substantive change in performance, it signals the need for the administrator to create an individual teacher improvement and remediation plan in consultation with the teacher and his/her exclusive bargaining representative. No teacher shall be put on a plan without being presented with all of the evidence used to justify the necessity of the plan. An administrator may create a focused assistance or remediation plan in consultation with the teacher and his/her Norwalk Federation of Teacher Representative during the school year when there is evidence that there are significant performance issues that have not been improved after repeated attempts at improvement through the observation and post-observation process. Norwalk will use a Focused Assistance Model and/or Intensive Assistance model. If there are not documented performance and practice concerns, a focused assistance plan is not recommended. The goal of Focused Assistance is to improve the current practice of a teacher.

- The primary evaluator shall meet with the teacher and his/her exclusive bargaining representative to discuss the assessment and identify the specific assistance that shall be provided in order for the teacher to improve performance to the proficiency level over a period of time.

- The District’s Human Resource Officer and the NFT President shall be notified in writing by the primary evaluator when the teacher is placed on Focused Assistance.

- There are three required parts to any Focused Assistance plan that must be developed in consultation with the teacher and his/her exclusive bargaining representative during this meeting:

  1. **Identify resources**, coaching, professional development, and other supports and strategies to be provided by the district to address documented deficiencies.
2. **Indicate a specific time frame** for implementing such resources, support and other strategies, and a cycle of classroom observations and meetings with primary evaluator in the course of the same school year as the plan is issued. No more than one formal observation per week should be scheduled.

3. **Identify indicators of success**, including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan.

4. **Optionally**, should a “Collegial Collaborator” wish, he/she may volunteer to provide assistance to the teacher in need of a professional assistance plan and to serve as a resource to the administration in the development of the plan. This relationship shall be short term, confidential, non-evaluative and mutually acceptable to the collegial collaborator and the teacher who may need assistance with a particular issue. To the extent possible, the District shall facilitate this process by structuring time when the two teachers may meet.

- During Focused Assistance, the teacher shall continue in his/her current evaluation phase. At the end of the Focused Assistance period, the teacher shall be removed from this status or be placed on Intervention. A record shall be maintained that the teacher has been placed on Focused Assistance and the outcome of that process.

**B. Intensive Assistance Plan and Process**

**Definition:** When a teacher’s performance has been evaluated as “Developing” in two or more domains of the CCT Rubric for Effective Teaching 2017 or the CCT Rubric for Effective Service Delivery 2017, or components of the Evaluation system (SLOs, Observation of Practice, Feedback, etc.) in the annual assessment, an intensive process of intervention shall be set in place for the purpose of bringing maximum support and supervision to the teacher, following the same process for Focused Assistance. This teacher may be a candidate for termination.

A teacher whose performance during the school year has been documented to be “Developing” in two or more domains may also be placed in this category. Under normal circumstances, this will only be after a “Focused Assistance” cycle has been completed.

**Career Development and Growth**

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers.

Examples of such opportunities include, but are not limited to: peer modeling; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities ‘differentiated career pathways’ and focused professional development based on goals for continuous growth and development.
Feedback
The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and ratings, where appropriate, on observed components of the CCT Rubric for Effective Teaching 2017 or the CCT Rubric for Effective Service Delivery 2017
- Prioritized commendations and recommendations for development actions
- Next steps the teacher can pursue to improve his/her practice.
- A time frame for follow-up

Teacher performance and practice focus area
As described in the evaluation process and timeline section, teachers develop one performance and practice focus area that is aligned to the CCT Rubric for Effective Teaching 2017 or the Rubric for Effective Service Delivery 2017. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his or her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teacher toward proficient or exemplary. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator.

Growth related to the focus areas should be referenced in the feedback conversations throughout the year. The focus area and action steps should be formally discussed during the Mid-Year conference and the End-of-Year conference. Although performance and practice focus areas are not explicitly rated as part of the Teacher Performance and Practice component, growth related to the focus area will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring
Individual observations
Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the rubric indicators that were observed. During observations, evaluator should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator on the rubric and then make a determination about which performance level the evidence supports.

To assure that any type of formal observation is given the attention and respect it deserves, and in support of the framework of three-phase cycle illustrated on page 7, no formal or informal observation will take place on the last day of school, before a holiday break, during standardized testing periods, or within the last two weeks of the school year, except by mutual agreement. Formal observations are to be spread out over time, with the expectation of at least a month apart.
Summative Observation of Teacher Performance and Practice rating
Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-the-Year Conference. Within the Norwalk plan, each domain of the CCT Rubric for Effective Teaching 2017 or the CCT Rubric for Effective Service Delivery 2017 carries equal weight in the final rating. The final teacher performance and practice reading will be calculated by the evaluator in a three-step process:

1. Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 12 indicators.
2. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain level scores of 1.0-4.0.
3. Evaluator averages domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0

Each step is illustrated below:
1. Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine indicator ratings for each of the 12 indicators.

2. By the end of the year, evaluator should have collected a variety of evidence on teacher practice from the year’s observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

   **Consistency:** What rating have I seen relatively uniform, homogenous evidence for throughout the semester? Does the evidence paint a clear, unambiguous picture of the teacher’s performance in this area?

   **Trends:** have I seen improvement overtime that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

   **Significance:** Is some data more valid than others? (Do I have notes for ratings from “meatier” lessons or interactions where I was able to better assess this aspect of performance?)

3. The summative Teacher Performance and Practice category rating and the indicator ratings will be shared and discussed with teachers during the End-of-the-Year Conference. This process can also be followed in advance of the mid-year conference to discuss progress toward Teacher Performance and Practice goals/outcomes.

**Teacher Summative Rating**
45% student growth and development
5% whole school student learning indicators
40% observations of practice and performance
10% parent feedback
Definition of Effectiveness and Ineffectiveness
New teachers shall generally be deemed effective if said educator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice teacher’s career. A below standard rating shall only be permitted in the first year of a novice teachers career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four. This shall be accomplished through the specific issuance to that effect.

A post tenure educator shall generally be deemed ineffective if said educator receives at least two sequential developing ratings or one below standard rating at any time.

Conflict Resolution
A panel, composed of Director of Human Services, Teacher’s Union President and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, for final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent.
If a teacher’s summative rating is developing or below standard, or there is a substantive change in performance, it signals the need to create an individual teacher improvement and remediation plan. There are serious concerns about your performance in _____ domains of the Norwalk Public Schools Evaluation Plan. By implementing a Focused Assistance Plan through _______ (date), it is our hope your performance in the following areas will improve to at least proficiency.

**Domain 1: Learning Environment, Engagement and Commitment to Learning**
- 1a. Promoting a positive learning environment that is respectful and equitable
- 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment
- 1c. Maximizing service delivery by effectively managing routines and transition

**Domain 2: Planning for Active Learning**
- 2a. Developing plans aligned with standards that build on learners’ knowledge and skills and provide an appropriate level of challenge
- 2b. Developing plans to actively engage learners in service delivery
- 2c. Selecting appropriate assessment strategies to identify and plan learning targets

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

**Domain 4: Professional Responsibilities and Leadership**
- 4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning
- 4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning
- 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning

Steps already taken for support:

**The plan will consist of:**
1. Resources, support and other strategies to be provided:
2. Timeline for implementation:
3. Indicators of success:
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Contents

Contributors ........................................................................................................... 1
Introduction (CCT Rubric for Effective Service Delivery 2017, Training and Proficiency, Calibration, Observation Process) .............. 2
Comparison of the CT Common Core of Teaching and the CCT Rubric for Effective Service Delivery 2017 ........................................... 4
CCT Rubric for Effective Service Delivery 2017 — At a Glance ...................................... 5

Domain 1: Learning Environment, Engagement and Commitment to Learning

1a. Promoting a positive learning environment that is respectable and equitable ........................................... 6
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment ............ 7
1c. Maximizing service delivery by effectively managing routines and transition ........................................... 8

Domain 2: Planning for Active Learning

2a. Developing plans aligned with standards that build on learners’ knowledge and skills and provide an appropriate level of challenge ........................................... 9
2b. Developing plans to actively engage learners in service delivery ........................................... 10
2c. Selecting appropriate assessment strategies to identify and plan learning targets ........................................... 11

Domain 3: Service Delivery

3a. Implementing service delivery for learning ......................................................................................... 12
3b. Leading students/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies ........................................... 13
3c. Assessing learning, providing feedback and adjusting service delivery ........................................... 14

Domain 4: Professional Responsibilities and Leadership

4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning .............. 15
4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning .......... 16
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning ........................................... 17

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Meriden Public Schools

Janet Edgren PT, C/NDT
ACES

Lori Foote-Mitchell
Windsor Public Schools

Carl Gross
Region 1 Public Schools

Jessica Grzegorek
Cromwell Public Schools

Holly Hollander
Cromwell Public Schools

Anne Kipp
Region 9 Easton/Redding Public Schools

Patricia Sullivan Kowalski
Meriden Public Schools

Jill LaPlante
Region 5 Public Schools

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

Rose Morrow, CCC-SLP
ACES – Village School

Jane Natoli
Waterbury Public Schools

Ellen O'Brien
Bridgeport Public Schools

Paula Panos
Region 9 Easton/Redding Public Schools

Elisabeth Pasqua
Waterbury Public Schools

Erin Putnam
Region 10 Public Schools

Deb Richards
Capital Region Education Council (CREC)

Julie Sochaek
Waterbury Public Schools

Pam Sordi
Region 16 Public Schools

Linda M. Steller, M.A.
ACES

Vanessa Taragowski
ACES

Vonda Tencza
Hebron Public Schools

Katy Torres
Waterbury Public Schools

Christine VanDeusen
LEARN

Karla N. Vazquez, Psy.S.
Darien Public Schools

Margaret Walsh
Southington Public Schools

Patricia Williams
Waterbury Public Schools

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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 I of a validation study of the CCT Rubric for Effective Service Delivery began with an extended group of field practitioners. This work resulted in an improved version of the rubric to embrace a wider range of service provider roles and responsibilities with greater attention to both student and adult learners.

Validation Process

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

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

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

Members of the original Validation Committee, established during the 2013–14 academic year, reconvened to systematically review the information from these activities and worked to address all issues raised via the independent data collection efforts by endorsing or modifying the CCT Rubric for Effective Service Delivery 2014. The CCT Rubric for Effective Service Delivery 2017 is the result of this validation process.

As with any tool for the observation of educator performance and practice, the CCT Rubric for Effective Service Delivery 2017 is offered as an option for use as part of a district’s evaluation and support plan and can be considered by the established district Professional Development and Evaluation Committee (PDEC). Specifically, school psychologists, speech and language pathologists, school social workers and school counselors may find this adapted rubric to most closely represent a progression of their practice; however, this most recent version has considered other educators in a school that may have unique assignments and responsibilities (e.g., board-certified behavior analyst (BCBA), home school family liaison, instructional coach, transition coordinator, etc.).

Training and Proficiency

The CCT Rubric for Effective Service Delivery 2017 may be used by trained and proficient evaluators to observe a support specialist. Accurate and reliable evaluation of the domains, indicators and attributes can only be achieved through careful, rigorous training and demonstrated proficiency that build on the experience base and professional judgment of the educators who use this instrument. As part of the CSDE-sponsored training, evaluators will be provided sample performances and artifacts as well as a supplemental handbook to guide their ratings.

IMPORTANT! The CCT Rubric for Effective Service Delivery 2017 is not a checklist with predetermined points. Rather, it is a tool that, when combined with training to ensure consistency and reliability of the collection of evidence, can lead to high quality feedback and inform professional learning opportunities to advance professional practice.

To ensure consistent and fair evaluations across different observers, settings and educators, observers need to regularly calibrate their judgments against those of their colleagues. Engaging in ongoing calibration activities conducted around a common understanding of good teaching or service delivery will help to establish inter-rater reliability and ensure fair and consistent evaluations. Calibration activities offer the opportunity to participate in rich discussion and reflection through which to deepen understanding of the CCT Rubric for Effective Service Delivery 2017 and ensure that observers can accurately measure educator practice against the indicators within the observation tool.
Introduction

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

A. Pre-Conference: Before the observation, the evaluator will review planning documentation and other relevant artifacts provided by the service provider in order to understand the context for the work to be observed, including the objectives for the activity; the service to be delivered; how effectiveness of the activity will be assessed before, during and after; what materials and resources will be used.

B. Observation: Evaluators will collect evidence mostly for Domains 1 and 3 during the in-class observation.

C. Post-Conference: The post-observation conference gives the service provider the opportunity to reflect on and discuss the practice observed, progress of the recipients of the service, adjustments made during service delivery, further supporting artifacts as well as describe the impact on future services and supports.

D. Analysis: The evaluator analyzes the evidence gathered during the observation and the pre- and post-conferences and identifies the applicable performance descriptors contained in the CCT Rubric for Effective Service Delivery 2017.

E. Ratings/Feedback: Based on the training guidelines for the CCT Rubric for Effective Service Delivery 2017, the evaluator will tag evidence to the appropriate indicator within the domains of the rubric and provide feedback to the service provider. Although each attribute within an indicator may not be applicable to the service provider’s role or the specific learning environment where the observation is taking place, a trained evaluator should be able to collect evidence for most attributes within each indicator during an academic year.
Comparison of the CT Common Core of Teaching and the CCT Rubric for Effective Service Delivery 2017

The Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2017 is completely aligned with the CCT. The CCT Rubric for Effective Service Delivery 2017 will be used to evaluate a service provider’s performance and practice, which accounts for 40 percent of his or her annual summative rating, as required in the Connecticut Guidelines for Educator Evaluation and represented within the state model, the System for Educator Evaluation and Development (SEED).

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

<table>
<thead>
<tr>
<th>CT Common Core of Teaching Standards</th>
<th>CCT Rubric for Effective Service Delivery 2017</th>
<th>Generally Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1 Content and Essential Skills, which includes <em>The CT Core Standards</em> and other CT content standards</td>
<td>Demonstrated at the pre-service level as a pre-requisite to certification and embedded within the rubric</td>
<td></td>
</tr>
<tr>
<td>Domain 2 Classroom Environment, Student Engagement and Commitment to Learning</td>
<td>Domain 1 Learning Environment, Engagement and Commitment to Learning</td>
<td>In-class/Learning Environment Observations</td>
</tr>
<tr>
<td>Domain 3 Planning for Active Learning</td>
<td>Domain 2 Planning for Active Learning</td>
<td>Non-classroom Observations/Reviews of Practice</td>
</tr>
<tr>
<td>Domain 4 Instruction for Active Learning</td>
<td>Domain 3 Service Delivery</td>
<td>In-class/Learning Environment Observations</td>
</tr>
<tr>
<td>Domain 5 Assessment for Learning</td>
<td></td>
<td>Now integrated throughout the other domains</td>
</tr>
<tr>
<td>Domain 6 Professional Responsibilities and Teacher Leadership</td>
<td>Domain 4 Professional Responsibilities and Leadership</td>
<td>Non-classroom Observations/Reviews of Practice</td>
</tr>
</tbody>
</table>
### CCT Rubric for Effective Service Delivery 2017 — At a Glance

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

<table>
<thead>
<tr>
<th>ATTRIBUTES</th>
<th>BELOW STANDARD</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rapport and positive social interactions</strong></td>
<td>Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners.</td>
<td>Interactions between service provider and learners are generally positive and respectful and/or the provider inconsistently attempts to promote positive social interactions.</td>
<td>Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions.</td>
<td>Fosters an environment where learners have opportunities to proactively demonstrate positive social interactions and/or conflict-resolution skills.</td>
</tr>
<tr>
<td><strong>Respect for learner diversity</strong></td>
<td>Establishes a learning environment that disregards learners' cultural, social and/or developmental differences, or does not address disrespectful behavior.</td>
<td>Establishes a learning environment that is inconsistently respectful of learners' cultural, social and/or developmental differences.</td>
<td>Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences.</td>
<td>Recognizes and incorporates learners' cultural, social and/or developmental diversity to enrich learning opportunities.</td>
</tr>
<tr>
<td><strong>Environment supportive of risk-taking</strong></td>
<td>Creates or promotes a learning environment that discourages learners from attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes.</td>
<td>Inconsistently creates or promotes a learning environment that encourages learners to attempt tasks, respond to questions and challenges, or feel safe to make and learn from mistakes.</td>
<td>Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes.</td>
<td>Creates or promotes an environment where learners are encouraged to respectfully question or challenge ideas presented.</td>
</tr>
<tr>
<td><strong>High expectations for learning</strong></td>
<td>Does not establish expectations for learning.</td>
<td>Establishes expectations that are too high or too low, or inconsistently reinforces realistic expectations for learning/growth and development.</td>
<td>Establishes and consistently reinforces high and realistic expectations for learning/growth and development.</td>
<td>Creates opportunities for learners to take responsibility for their own growth and development.</td>
</tr>
</tbody>
</table>

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

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

3. Take risks: Fostering a classroom environment that promotes risk-taking involves building trust; students' trust in the teacher and other students in the class. Students who trust their teachers believe that teachers will turn their failures into learning opportunities.
Domain 1: Learning Environment, Engagement and Commitment to Learning

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

**INDICATOR 1b**: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.

<table>
<thead>
<tr>
<th>ATTRIBUTES</th>
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<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating and reinforcing appropriate standards of behavior</td>
<td>Demonstrates little or no evidence of establishing and/or reinforcing appropriate standards of behavior resulting in interference with learning.</td>
<td>Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with learning.</td>
<td>Establishes appropriate standards of behavior that are consistently reinforced supporting a productive learning environment.</td>
<td>Creates opportunities for learners to take responsibility for their own behavior and/or seamlessly responds to misbehavior.</td>
</tr>
<tr>
<td>Promoting social and emotional competence⁴</td>
<td>Provides little to no teaching, modeling or reinforcing social skills or provides little to no opportunities for learners to self-regulate and take responsibility for their actions.</td>
<td>Inconsistently teaches, models, and/or reinforces social skills and/or limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions.</td>
<td>Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.</td>
<td>Encourages learners to independently apply proactive strategies⁵ and social skills and take responsibility for their actions.</td>
</tr>
</tbody>
</table>

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⁴ *Social competence* is exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, and Rhee, 2000).

⁵ *Proactive strategies* include self-regulation strategies, problem-solving strategies, conflict resolution processes, interpersonal communication and responsible decision-making.
## Domain 1: Learning Environment, Engagement and Commitment to Learning

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

**INDICATOR 1c: Maximizing service delivery by effectively managing routines and transition.**

<table>
<thead>
<tr>
<th>ATTRIBUTES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Routines and transitions appropriate to needs of learners</td>
<td>Implements and manages routines and transitions resulting in significant loss of service delivery time.</td>
<td>Implements and manages routines and transitions resulting in some loss of service delivery time.</td>
<td>implements and manages effective routines and transitions that maximize service delivery time.</td>
<td>Establishes an environment in which learners independently facilitate routines and transitions.</td>
</tr>
</tbody>
</table>

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6. **Routines** can be instructional or non-instructional organizational activities. **Transitions** are non-instructional activities such as moving from one grouping, task or context to another.
# Domain 2: Planning for Active Learning

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

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

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Standards alignment</td>
<td>Designs plans that are misaligned with or does not address the Connecticut Core Standards and/or other appropriate content standards.</td>
<td>Designs plans that partially align with relevant Connecticut content standards, or discipline-specific state and national guidelines.</td>
<td>Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.</td>
<td>Designs plans that encourage learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work.</td>
</tr>
<tr>
<td>Evidence-based practice</td>
<td>Designs plans that are not evidence based.</td>
<td>Designs plans that are partially evidence based.</td>
<td>Designs plans using evidence-based practice.</td>
<td>Designs plans that challenge learners to apply learning to new situations.</td>
</tr>
<tr>
<td>Use of data to determine learner needs and level of challenge</td>
<td>Designs plans without consideration of data.</td>
<td>Designs plans using limited sources of data to address learner needs and to support an appropriate level of challenge.</td>
<td>Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge.</td>
<td>Proactive in obtaining, analyzing and using data to guide collaborative planning.</td>
</tr>
<tr>
<td>Targeted and specific objectives for learners</td>
<td>Develops objectives that are not targeted or specific to the needs of learners.</td>
<td>Develops objectives that are related, but not targeted or specific to the needs of learners.</td>
<td>Develops objectives that are targeted and specific to the needs of learners.</td>
<td>Plans include opportunities for learners to inform the development of future objectives.</td>
</tr>
</tbody>
</table>

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

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

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

10. Sources of data may include existing data or data to be collected (progress monitoring). Data may be formal (standardized tests) or informal (survey responses, interviews, anecdotal records, grades) and may be formative or summative.
Domain 2: Planning for Active Learning

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.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Strategies, tasks and questions</td>
<td>Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement.</td>
<td>Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement.</td>
<td>Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.</td>
<td>Selects or designs plans that provide opportunities for learners to apply or extend learning to new situations.</td>
</tr>
<tr>
<td>Resources and/or flexible groupings and new learning</td>
<td>Selects or designs resources and/or groupings that do not engage learners or support new learning.</td>
<td>Selects or designs resources and/or groupings that minimally engage learners.</td>
<td>Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning.</td>
<td>Selects or designs opportunities for learners to make choices about resources and/or flexible groupings that support and extend new learning.</td>
</tr>
</tbody>
</table>

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

12. **Flexible groupings** are groupings of learners that are changeable based on the purpose of the service delivery and on changes in the needs of individual learners over time.
## Domain 2: Planning for Active Learning

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

**INDICATOR 2c: Selecting appropriate assessment strategies**\(^{13}\) to identify and plan learning targets.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Selection of assessments and interpretation of results</strong></td>
<td>Does not use knowledge of learners’ abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.</td>
<td>Uses limited knowledge of learners’ abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.</td>
<td>Uses knowledge of learners’ abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.</td>
<td>Consults with others to enhance understanding of the assessment selection process, the information obtained, and the subsequent development of learning plans.</td>
</tr>
<tr>
<td><strong>Criteria for learner success</strong></td>
<td>Does not identify appropriate criteria for assessing learner success.</td>
<td>Identifies general criteria for assessing learner success.</td>
<td>Identifies objective and measurable criteria for assessing learner success.</td>
<td>Identifies opportunities for learners and/or others to be involved in developing and/or interpreting criteria for learners’ success.</td>
</tr>
<tr>
<td><strong>Ongoing assessment of learning</strong></td>
<td>Does not plan for use of assessment strategies or methods to monitor or adjust service delivery.</td>
<td>Plans for use of assessment strategies or methods that provide limited opportunities to monitor and/or adjust service delivery.</td>
<td>Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.</td>
<td>Plans to engage learners in using assessment criteria to self-monitor and reflect on learning.</td>
</tr>
</tbody>
</table>

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13. **Assessment strategies** are used to evaluate learners before, during and after service delivery. Entry assessments are often diagnostic and used to determine eligibility for services. Formative assessment is part of the process used by service providers during service delivery, which provides feedback to monitor and adjust ongoing services. Summative assessments are used to evaluate learners at the end of a service delivery plan to determine learner success.
## Domain 3: Service Delivery

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

**INDICATOR 3a:** Implementing service delivery\(^4\) for learning.

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

\(^4\) *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.

<table>
<thead>
<tr>
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<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies, tasks and questions</td>
<td>Uses a limited combination of tasks and questions that do not result in new and meaningful learning.</td>
<td>Uses a limited combination of tasks or questions that result in new and meaningful learning.</td>
<td>Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse or inquiry.</td>
<td>Includes opportunities for learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, and synthesize and communicate information.</td>
</tr>
<tr>
<td>Resources and flexible groupings and new learning</td>
<td>Limited use of available resources or groupings that do not actively engage learners and support new learning.</td>
<td>Uses available resources or groupings to actively engage learners and support some new learning.</td>
<td>Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings.</td>
<td>Fosters learner ownership, self-direction, and choice of available resources or flexible groupings.</td>
</tr>
<tr>
<td>Learner responsibility and independence</td>
<td>Implements service delivery that is primarily provider directed, and provides little or no opportunities for learners to develop independence.</td>
<td>Implements service delivery that is mostly provider directed and provides some opportunities for learners to develop independence and share responsibility for the learning.</td>
<td>Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.</td>
<td>Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.</td>
</tr>
</tbody>
</table>
## 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\(^{16}\) and adjusting service delivery.

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

\(^{15}\) **Effective feedback** is descriptive and immediate and helps learners to improve their performance by telling them what they are doing well while providing meaningful, appropriate and specific suggestions for improvement, as appropriate.

\(^{16}\) **Adjustments to service delivery** are based on information gained from progress monitoring. Service providers make purposeful decisions about changes necessary to help learners achieve service delivery outcomes.
### Domain 4: Professional Responsibilities and Leadership

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.**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Self-evaluation/reflection</td>
<td>Insufficiently reflects and analyzes practice and impact on learners.</td>
<td>Self-evaluates and reflects on practice and impact on learners, but makes limited effort to improve practice.</td>
<td>Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective action to improve professional practice.</td>
<td>Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.</td>
</tr>
<tr>
<td>Response to feedback</td>
<td>Does not accept supervisor or peer feedback and recommendations or make changes for improving practice.</td>
<td>Accepts supervisor or peer feedback and recommendations but changes in practice are limited or ineffective.</td>
<td>Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice.</td>
<td>Proactively seeks supervisor and peer feedback in order to improve in a range of professional practices.</td>
</tr>
<tr>
<td>Professional learning</td>
<td>Does not engage in professional learning activities.</td>
<td>Engages in required professional learning opportunities, but application of learning to practice is minimal.</td>
<td>Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.</td>
<td>Facilitates professional learning with colleagues, families or community.</td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Collaboration with colleagues</td>
<td>Does not collaborate with colleagues to improve service delivery and learning.</td>
<td>Collaborates with colleagues with limited impact on service delivery and learning.</td>
<td>Collaborates with colleagues to improve service delivery and learning.</td>
<td>Leads efforts to improve and strengthen the school climate.</td>
</tr>
<tr>
<td>Professional responsibility and ethics</td>
<td>Does not consistently demonstrate professional responsibilities and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.</td>
<td>Exhibits practices that demonstrate the need for increased awareness of the Connecticut Code of Professional Responsibility for Teachers.</td>
<td>Consistently exhibits professional responsibilities and ethical practices in accordance with the Connecticut Code of Professional Responsibility for Teachers.</td>
<td>Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.</td>
</tr>
<tr>
<td>Maintenance of records</td>
<td>Records/data are incomplete, or confidential information is stored in an unsecured location.</td>
<td>Records/data are complete but may contain some inaccuracies. Confidential information is stored in a secured location.</td>
<td>Records/data are complete, organized and accurate. Confidential information is stored in a secured location.</td>
<td>Shares best practices in maintenance of records/data.</td>
</tr>
</tbody>
</table>

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

19. **Connecticut Code of Professional Responsibility for Teachers:** A set of principles which the teaching profession expects its members to honor and follow, and serves as a basis for decisions on issues pertaining to licensure and employment. (Regulations of Connecticut State Agencies Section 10-145d-400a).
## Domain 4: Professional Responsibilities and Leadership

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

**INDICATOR 4c:** Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Positive school climate</td>
<td>Does not comply with efforts to develop and sustain a positive school climate.</td>
<td>Complies with efforts to develop and/or sustain a positive school climate.</td>
<td>Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.</td>
<td>Leads efforts to improve and strengthen the school climate.</td>
</tr>
<tr>
<td>Stakeholder engagement</td>
<td>Limits communication with stakeholders to required reports and conferences.</td>
<td>Communicates with stakeholders through required reports and conferences, and makes some attempts to build relationships with some stakeholders.</td>
<td>Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success.</td>
<td>Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders to support learner growth and development.</td>
</tr>
<tr>
<td>Culturally responsive communications with stakeholders</td>
<td>Demonstrates bias or lack of cultural competence in interactions with stakeholders.</td>
<td>Interacts with stakeholders in a manner that indicates limited awareness of or respect for cultural differences.</td>
<td>Interacts with stakeholders in a culturally responsive manner.</td>
<td>Leads efforts to enhance culturally responsive communications with stakeholders.</td>
</tr>
</tbody>
</table>

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

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