

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

**Evidence Guide
Illustrative Examples of Social Worker**

Sample evidence of teacher practice developed by Connecticut educators



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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Connecticut Evidence Guides

*A Supplemental Resource to the CCT Rubric for Effective Teaching 2014
and the CCT Rubric for Effective Service Delivery 2014*

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The *Connecticut Common Core of Teaching (CCT) — Foundational Skills and Competencies (1999)*, revised and adopted by the State Board of Education in February 2010, establishes a vision for teaching and learning in Connecticut Public Schools. These standards identify the foundational skills and competencies that pertain to all educators, regardless of the subject matter, field or age group they teach. These competencies have long been established as the standards expected of all Connecticut educators. The *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014*¹ are fully aligned to those standards and represent the criteria by which educators are prepared, inducted, evaluated and supported throughout their careers.

Observation of educator performance and practice plays a critical role in

1. The *CCT Rubric for Effective Service Delivery 2014* was developed for Student and Educator Support Specialists (SESS), who, by the nature of their job description, do not have traditional classroom assignments, but serve a “caseload” of students, staff and/or families. Student and Educator Support Specialists are referred to as service providers.

Who can use the CT Evidence Guides?

- Pre-Service — Teacher Preparation
- TEAM Mentors
- Teachers — all content areas/grade levels
- Service Providers
- Administrators/Observers
- Instructional Coaches

How can the CT Evidence Guides be used?

- To Prepare Educators
- To Induct Educators into the Profession
- To Coach for Professional Growth and Development
- To Generate Professional Conversations
- To Inform Observation

the educator evaluation and support system. The Connecticut State Department of Education (CSDE) recognizes the importance of meaningful and authentic observations. The Guidelines for Educator Evaluation require that districts provide all evaluators with training and calibration in observation and evaluation and how to provide high-quality feedback. Additionally, evaluators must demonstrate proficiency in conducting evaluations on an ongoing basis.

Collecting objective evidence is essential in helping observers paint a fair and accurate picture of educators’ strengths and areas for development. Observation criteria in the *CCT Rubric for Effective Teaching 2014*

focus on the skills that can be directly observed either in the classroom or through reviews of practice. Similarly, the criteria in the *CCT Rubric for Effective Service Delivery 2014* focus on the skills that can be observed in the delivery of service.

Many educators have asked where **Domain 1 — Content and Essential Skills** fits within the *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2014*. Educators are required to demonstrate content and pedagogical skills during their preparation programs. All teachers/service providers are expected to be skilled in common practices such as establishing respectful environments, planning for a range of learners, and engaging students in rigorous and relevant learning; however, how they actually navigate these tasks depends, in large part, on the specific content they teach or service they provide. Teaching requires an understanding of the content and of how learners typically engage with the content. Effective teachers know their content well and can skillfully merge their knowledge about the practice of teaching with their content expertise. Likewise, effective service providers know how to seamlessly integrate their professional knowledge with their ability to deliver their services. The CCT rubrics are designed to evaluate how well a teacher/service provider can use his or her pedagogical/professional knowledge to teach his or her content or deliver services.

To provide more guidance as to what the rubric continuums *might* look like in practice for both of the CCT rubrics, the CSDE in collaboration with the RESC Alliance and the Connecticut Association of Schools (CAS), convened multiple workgroups, comprised of teachers, service providers and building leaders throughout the summer of 2014. These workgroups developed grade-level and content-specific samples of observable student and teacher/service provider behaviors that *might* be seen or heard during an observation. These *CT Evidence Guides* are presented as a resource to give observers a sense of the content area/grade level being observed. Although they are trained to be effective observers, administrators may have to observe an educator in a content area, grade level, or setting that

Please note, Connecticut Evidence Guides:

- **ARE NOT** to be used as a checklist of “look fors.”
- **DO NOT** serve as a rubric for evaluation.
- **ARE NOT** an exhaustive list of teacher practices.

is outside of their own expertise. These guides are intended to provide a snapshot of sample evidence aligned to the four performance levels for each indicator within the **first three domains** of both of the CCT rubrics.

The *CT Evidence Guides* **ARE NOT** intended to represent comprehensive evidence, nor are they intended to be used as a checklist or as a rubric. Rather, the *CT Evidence Guides* have been created as a resource for teachers, service providers, mentors and administrators. The CSDE encourages districts to use the *CT Evidence Guides* as a tool for professional development and growth as well as guiding observations. These guides offer opportunities for valuable professional learning as educators work with one another to generate their own examples of evidence aligned to the respective rubric.

As the educator evaluation and support system evolves over time, so will the evidence provided in these guides. As such, the CSDE will be continually eliciting feedback from the field on the CT Evidence Guides to ensure that they are effective, relevant and useful. To provide feedback on any aspect of the CT Evidence Guides please use the following link: [Feedback on the CT Evidence Guides](#).

If you have questions on the *CCT Rubric for Effective Teaching 2014*, please contact Claudine Primack, CSDE Education Consultant, at claudine.primack@ct.gov. For questions on the *CT Evidence Guides for the CT Rubric for Effective Service Delivery 2014*, please contact Kim Wachtelhausen, CSDE Education Consultant, at kim.wachtelhausen@ct.gov.

1: ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

Indicator 1a: Promoting a positive learning environment that is respectful and equitable

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|---|---|---|--|---|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Rapport and positive social interactions | Interactions between service provider and students are negative or disrespectful and/ or the provider does not promote positive social interactions among students. | Interactions between service provider and students are generally positive and respectful and/or the provider inconsistently makes attempts to promote positive social interactions among students. | Interactions between service provider and students are consistently positive and respectful and the provider regularly promotes positive social interactions among students. | There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another. |
| <i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i> | SAMPLE EVIDENCE | | | |
| | <p>The social worker stated, "Really – that's what you would do in that situation?!"</p> <p>The social worker ran the entire session observing behind her desk with her arms folded over her chest.</p> <p>When students asked for clarification regarding a comment made by the social worker focusing on diversity, minimal response was provided and the social worker continued to follow the agenda for the session.</p> <p>During this Monday observation, students entered the room chatting about their weekend and what they had done. The social worker ignored this conversation and immediately jumped into the agenda for the day.</p> | <p>Students used please and thank you when sharing learning materials 4 out of 7 times.</p> <p>The social worker smiled warmly at 6 out of the 8 students in the group during this session.</p> <p>During the course of this lesson, 4 out of the 5 students were asked for input. One student was not asked for feedback.</p> <p>The social worker asked students how their weekend was, but when students began to respond she did not ask any questions and was working on organizing her materials for the lesson of the day.</p> | <p>The social worker used the statement, "Nice job using polite language" each time it was indicated throughout the session.</p> <p>The social worker gave positive feedback via a thumbs-up gesture to all students when working on the Second Step lesson of this week.</p> <p>The social worker made it a point to ask for participation in a systemic, circular pattern so that all students participated equally. Students were able to anticipate when they would be asked to comment or offer a thought.</p> <p>The social worker quietly asked students about their personal lives before and after the organized portion of the session, e.g., "Keyshawn, did Grandma come home from the hospital yet?" and "Ashley, how did tryouts go yesterday for the softball team?"</p> | <p>Students used polite language throughout the session toward one another. Student A was heard saying, "John you didn't say thank you to Mary when she handed that to you."</p> <p>Students were observed saying, "Way to go" and gave high fives while listening to others' oral presentations.</p> <p>At one point in the session, the social worker skipped over a student by accident. All other students in the group quickly shouted, "Ms. P., you missed Tashima!"</p> <p>During the first five minutes of the session, students were asked to share a personal story about a recent event. All students were asked to engage in active listening, to demonstrate an emotional response and, finally, to ask one question about each student's story.</p> |

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|--|--|---|---|--|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Respect for student diversity | Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the provider does not address disrespectful behavior. | Establishes a learning environment that is inconsistently respectful of students' cultural, social and/ or developmental differences. | Maintains a learning environment that is consistently respectful of all students' cultural, social and/ or developmental differences. | Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities. |
| <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p> | SAMPLE EVIDENCE | | | |
| | During the session, all materials used were rooted in the Caucasian culture despite the fact that the group included three African American students, one student from Puerto Rico, one student from India and one student who was Caucasian. | All materials used during the session reflected the Caucasian culture except for one outdated book that focused on the African American culture. | All materials used during the lesson were fully reflective of the students involved with this group. Room décor was reflective of the rich diversity of the student body of the school. | Six students were sharing an "object of meaning" from their cultural background. All students were encouraged to ask questions throughout the presentation. |
| | The social worker stated to one student, "Yuk! Your family eats what?" when the group was discussing a recent holiday. The student immediately became silent and put his head down. The social worker moved on to the next activity on the agenda for the day. | The social worker gave positive feedback to 3 out of 5 students as they discussed their definition of family. Two students who have same-sex parents were not provided with any feedback. | Students were asked to create a collage of their family as they define it. A variety of materials (including fabric, diverse photos, small objects from a variety of ecological systems etc.) was available for students to use. | Students were asked to create a collage of their family as they define it. A variety of materials (including fabric, diverse photos, small objects from a variety of ecological systems etc.) was available for students to use. Students were observed asking their peers questions about the objects they chose and the meaning behind them. |
| During the session, there were no opportunities noted for student choice of materials, tasks or order of tasks. | Objects available for students to use as "talking sticks" reflected the interests of 4 out of 6 students. Two students actually stated, "There is nothing here I want to use!" | Students had been asked to bring in an object they would be willing to use as a "talking stick" for the next four weeks. Students were asked to select an object that was reflective of their cultural background. In this session, students explained the object they had selected to bring in and discussed its importance to them. | Students were offered opportunities for work preference and/or choice at four distinct points during the session: selection of the character to explain during the review of the SuperFlex curriculum, creation of different scenarios for role-play, determination of the order of activities for the day and planning the session for tomorrow. | |

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|--|---|--|--|--|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Environment supportive of intellectual risk-taking | Creates and/or promotes a learning environment that discourages students from taking intellectual risks. | Creates and/or promotes a learning environment in which some students are willing to take intellectual risks. | Creates and/or promotes a learning environment in which most students are willing to take intellectual risks. | Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the service provider or other students. |
| <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p> | SAMPLE EVIDENCE | | | |
| | <p>Throughout the review lesson on sexually responsible behavior, students were told, "No. Wrong." six times.</p> <p>No spontaneous student responses were noted during this 30-minute session.</p> | <p>Because of the group rules (including respecting confidentiality) not being fully discussed, two students did not participate in the conversation. When asked why they stated, "I am not willing to share because I am afraid that you guys will talk about me at lunch."</p> <p>The same four students were responsive during this session. Two additional students did not respond at all during a 30-minute observation.</p> | <p>The social worker opened the session with a full discussion of the need for confidentiality of all material discussed in this group. He further indicated that this group needed to support one another. As a result, all students fully participated in the discussion regarding personal sexual preference.</p> <p>Five out of 6 students participated in this session. The sixth student remained silent throughout.</p> | <p>During this session, five students asked questions of their peers. Responses to questions were spontaneous and several students reached out to hug other students during emotionally difficult moments.</p> <p>All six students in this group session engaged in active listening, participated equally, and responded to all social worker prompts and questions from one another.</p> |

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| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|---|---|--|--|---|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| <p>High expectations for student learning</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p> | <p>Establishes low expectations for student learning.</p> | <p>Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.</p> | <p>Establishes and consistently reinforces high expectations for learning for all students.</p> | <p>Creates opportunities for students to set high goals and take responsibility for their own learning.</p> |
| SAMPLE EVIDENCE | | | | |
| | <p>During the course of an observation in a group for teenage girls, the social worker said, "OK let's forget this task. I can see you are not getting it. I need to find something at your level."</p> <p>During the course of this session, three students made comments that the social worker could have used as teachable moments. He dismissed these comments and asked students to stay on task. "We need to move on," he said and went on to the next item in the lesson plan.</p> <p>During this session, the Social Worker asked students what they were learning today one time.</p> | <p>The social worker mentioned to one student, "Why don't you go on to the next one. This one is very difficult" and to another student, "Stick with it. I know you can do it."</p> <p>Although several students were not able to see how new learning on sharing of feelings could be incorporated into their lives, the social worker gave additional and clarifying information to only one of these students.</p> <p>The social worker responded to some student reflections. To other students he says, "We have got to keep moving. We are running out of time."</p> | <p>The social worker opened the session with, "Yesterday we all learned a lot about the stages of grief and a lot of information was discussed. It was hard work for all of us. Today we will learn how we can use this knowledge to help each of us cope with the loss of someone we love."</p> <p>During the course of this 30-minute session, the social worker stated to all students, "Remember the reason it is important to learn how to express our feelings. It is because it helps us negotiate the world in a more positive way and to communicate our needs and wants effectively," multiple times.</p> <p>During the last five minutes of the group session, each student was asked to identify one strategy he or she would use to make a new friend in school and to demonstrate that strategy.</p> | <p>During the opening review portion of this lesson, one student said, "Ms. P., I'm really confused about how to use what we learned yesterday." Several students offered their personal stories on loss to assist this student.</p> <p>When students are asked, "What did you learn today in group and why is it important to you," 100% of students responded correctly based on the social worker's objectives.</p> <p>Students were provided with journals to create their friend-making goal. The social worker shared that students would be tracking their achievement of these goals for the next six weeks using this journal.</p> |

1: ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|---|---|---|---|--|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| <p>Communicating, reinforcing and maintaining appropriate standards of behavior</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p> | Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning. | Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning. | Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning. | Student behavior is completely developmentally appropriate OR Service provider seamlessly responds to misbehavior without any loss of instructional time. |
| | SAMPLE EVIDENCE | | | |
| | <p>No written evidence exists in the classroom, on the walls, in a group charter or agreement of behavioral expectations for students. All students engage in sidebar conversations, make physical contact with each other and/or interrupt the social worker for at least a portion of the 30-minute session.</p> <p>Five out of 6 students were observed jumping around the room, teasing each other and throwing materials. The social worker attempted to regain order. As this was not effective, she continued to attempt to get through the lesson of the day.</p> <p>The social worker pointed to the "group rules" posted in the room but did not review. Rules were only reinforced one time during the group session, despite observing several students violating several of the group rules.</p> | <p>A poster entitled "Our Group Charter" is on the wall but the social worker did not review or reference this charter despite the fact that 4 out of 6 students violated some of the tenants of the charter during the session.</p> <p>Most of the students were demonstrating behavioral difficulties during the session. The social worker focused attention on 2 out of 6 students by rearranging the seating arrangement for these two students, placing each student on either side of her.</p> <p>The social worker spoke to one student about keeping hands to self (one of the group rules) but did not speak to the other two students engaging in hands-on-others activity during the session.</p> | <p>At two different times, the social worker stopped the work of the group to remind students of their Group Charter and to discuss what behaviors he was seeing and how they needed to be corrected.</p> <p>Behavioral expectations were easily maintained by the social worker who used physical proximity, active ignoring, verbal and nonverbal praise, expecting student response, clapping a certain beat and using momentary pause in conversation.</p> <p>The social worker initiated this session by having all students review the group charter. Students were positively reinforced, using a thumbs-up signal, throughout the session to demonstrate compliance with the charter.</p> | <p>One hundred percent of students in this group were able to state the behavioral expectations when asked and demonstrated expectations throughout the observational period.</p> <p>All students in the group were observed reminding others about learning time. Three out of 6 students rearranged their own seating to maximize their focus. One student asked the social worker if she could sit next to her to assist in hearing.</p> <p>No misbehavior was noted on the part of students during this observation. One hundred percent of students were behaving in a way that aligned with the group charter.</p> |

1: ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

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

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|---|---|---|--|--|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| <p>Promoting social competence and responsible behavior</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p> | Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior. | Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions. | When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions. | Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions. |
| | SAMPLE EVIDENCE | | | |
| | The social worker did not have a lesson plan for this student group session. No articulation of learning was communicated to students. The group session became a competition for "air time" among students with no goal for the day. There was no reinforcement of student behavior throughout this session despite outstanding behavior on the part of these students. | The social worker's focus for this session was on responsibility for learning. Characteristics of an effective learner were discussed, but students did not have an opportunity to make a connection to their work within a learning environment. There were two reinforcements of student behavior throughout this session. Several other opportunities to provide reinforcement were missed. | The group session focused on the importance of giving back to the community. All group members were asked to report out on a recent opportunity to volunteer in their community and to discuss how it made them feel. Reinforcement of positive student behavior was observed throughout the session with different students. | During the group session, students were asked to share a time when they took responsibility for a mistake they had made. All students engaged in active listening and offered their thoughts and suggestions. Students are commending each other, offering appropriate feedback, demonstrating sympathy and empathy and helping a peer in need. |

1: ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

Indicator 1c: Promoting efficient routines and transitions to maximize service delivery.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|--|--|---|---|--|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| <p>Routines and transitions appropriate to needs of students</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p> | <p>Does not establish or ineffectively establishes routines. Does not manage transitions from one task to another effectively, resulting in significant loss of service delivery.</p> | <p>Inconsistently establishes routines. Inconsistently manages transitions, resulting in some loss of service delivery.</p> | <p>Establishes routines and effectively manages transitions resulting in maximized service delivery.</p> | <p>Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.</p> |
| SAMPLE EVIDENCE | | | | |
| | <p>When entering the room, six students begin pulling out toys and engaging in play behavior. The social worker remains seated behind her desk, ignoring this behavior. No directions are provided to students regarding the implementation of the group. The group was initiated 10 minutes after it was scheduled to begin.</p> <p>The group starts 10 minutes late due to three students coming in late and disrupting the overview of the lesson for the day. Movement from one task to the next during the lesson takes five minutes, while the social worker collects and organizes materials for the next task.</p> | <p>As these six students enter the room, the social worker says, "Please take a seat on the rug" without explanation of the next task. Only 2 out of the 6 students complied with this request.</p> <p>Transitions from one task to another are managed quickly and efficiently, but materials were readily available only 1 out of 3 times during this lesson.</p> | <p>The Roadmap for this group was posted in the room. All students enter the room and review this poster. When the social worker asked students to come to the rug to start the group, 100% complied.</p> <p>The group session starts on time with all students entering the room and quickly assuming previously arranged seating. The first task of the day is ready to go. Two different tasks are completed during this group with no lost time in between. The group ends on time with a two-minute warning being provided by the social worker.</p> | <p>The Roadmap for this group was posted in the room. All students enter the room and review this poster. Students then spontaneously come to the rug area where the group is to be initiated.</p> <p>Students are observed gathering necessary materials from storage areas and distributing them to peers. Students accomplish these transitions with a minimal amount of talking.</p> |

1: ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING

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

Indicator 1c: Promoting efficient routines and transitions to maximize service delivery.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|--|---|--|---|---|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Routines and transitions appropriate to needs of students | Does not establish or ineffectively establishes routines. Does not manage transitions from one task to another effectively, resulting in significant loss of service delivery. | Inconsistently establishes routines. Inconsistently manages transitions, resulting in some loss of service delivery. | Establishes routines and effectively manages transitions resulting in maximized service delivery. | Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions. |
| | This observation was originally scheduled to take place during a group for students with incarcerated parents. Due to a crisis, the social worker is working with one student. The group members appear at the door for their group session. The social worker apologizes for having made them leave class and come down and explains that she cannot hold group right now. This causes all of the group members to become angry and upset. The social worker is unable to calm them down and does not indicate when the group will be held. Eventually all group members verbalize feelings of anger and go back to class. | During this observation a fire drill occurs. The social worker follows protocol to get all students safely outside. Before leaving the room, however, the social worker does not let students know when they will be together next and/or how they will pick up where this session left off. | The social worker initiates this group by sharing with students that based on an event that occurred in the community last evening, the group focus will be changing for this session. All students readily agree and actively participate throughout the remainder of the session. | At the beginning of the group, students ask the social worker to change the agenda for the session, based on an event that occurred in the community last evening. This is agreed on by the social worker and students begin to facilitate the discussion of the event. |

2: PLANNING FOR ACTIVE LEARNING

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

Indicator 2a: Planning prevention/intervention that is aligned with standards builds on students' prior knowledge and provides for appropriate level of challenge for all students.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|---|---|--|--|--|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Prevention/Intervention plan is aligned with standards | Plans prevention/intervention that is misaligned with or does not address the appropriate Connecticut content standards, and/or discipline-specific state and national guidelines. | Plans prevention/intervention that partially aligns with appropriate Connecticut content standards and/or discipline-specific state and national guidelines. | Plans prevention/intervention that directly aligns with appropriate Connecticut content standards and/or discipline-specific state and national guidelines. | Anticipates and plans for challenges and considers proactive approaches to address these in advance. |
| <i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i> | SAMPLE EVIDENCE | | | |
| | Lesson plans for the session are not aligned with developmental or age-appropriate standards as evidenced by the profile of these students shared by the social worker. The main task in the lesson plan for this group, focusing on anger management, is to select appropriate weekend activities. Although some kind of connection may have been intended, none was evident. | The lesson plans for the group are found to be aligned with age-appropriate standards but do not reflect new research in the area of brain development. Some connection is made between selection of weekend activities and anger management, but the connection cannot be articulated by the students. | The lesson plan clearly aligns with CSDE guidance for school social workers. The social worker provides the page and paragraph number of the CSDE document in her lesson plan. The lesson plan clearly articulates how the selection of weekend activities provides an opportunity for students to use the anger management strategies recently learned and/or how selection of weekend activities may trigger an anger management problem for students based on their history. | The lesson plan clearly aligns with CSDE guidance for school social workers. The social worker provides three alternative tasks for teaching this lesson dependent on student prior knowledge. In addition to indicators under the proficiency example, the lesson plan provides the opportunity for students to recognize how the anger management strategies they learned can be adapted to their work within the learning environment. |

2: PLANNING FOR ACTIVE LEARNING

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

Indicator 2a: Planning prevention/intervention that is aligned with standards builds on students' prior knowledge and provides for appropriate level of challenge for all students.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|--|---|---|---|--|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| <p>Prevention/Intervention rests on research based practice, student need and appropriate level of challenge</p> <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p> | Does not plan prevention/intervention using evidence-based practice, student need or appropriate level of challenge. | Partially plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge. | Plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge. | Plans to challenge students to extend their learning to make connections to the school setting and larger world. |
| | SAMPLE EVIDENCE | | | |
| | <p>The lesson plan for the group (based on the importance of selecting positive peers), contains a drawing activity where students are asked to draw stick figures representing positive peers. This plan is to be delivered to a high school audience.</p> <p>This lesson plan is the first in a series of six lessons for a support group of eighth-grade girls diagnosed with eating disorders. This lesson plan contains no pre-test to assess prior knowledge, no articulated scope and sequence and no definitions of important concepts. This lesson plan is entitled, "Foods I Like."</p> <p>The lesson plan for this fourth-grade group of boys diagnosed with ADHD contains no opportunity for movement, is scheduled for Friday afternoon and does not include the</p> | <p>Two of the 3 activities embedded in this lesson plan are age appropriate. The other activity is not age level inappropriate.</p> <p>This lesson plan is third in a series of six lessons for a support group of eighth-grade girls diagnosed with eating disorders. The focus of today's session is the pretest.</p> <p>The lesson plan for this fourth-grade group of boys diagnosed with ADHD contains a repeat of some concepts introduced during the previous lesson. However, no opportunity for the boys</p> | <p>The lesson plan for the group (based on the importance of selecting positive peers), is based on new research regarding brain development in adolescents, in line with CSDE guidance documents, and contains activities that are interdependent and age appropriate.</p> <p>The social worker has all six lessons clearly articulated. This lesson plan is fourth in a series of six lessons for a support group of eighth-grade girls diagnosed with eating disorders. The focus of this session is an individual meeting with one student and her family to create an action plan.</p> <p>The lesson plan for this fourth-grade group of boys diagnosed with ADHD contains a repeat of key concepts taught in previous sessions, offers an opportunity for the boys to</p> | <p>The culminating activity for this session is based on students developing an action plan for selecting positive peers in their school community, work environment and social setting.</p> <p>The social worker has all six lessons clearly articulated. There is a pre-test, lesson plans that reflect appropriate new learning and the latest research, a self-assessment rubric for students to use to track their learning and change in behavior, an opportunity for the student, family members and social worker to meet, a guide and template for creating an action plan for students to use over the course of the next year, and posttest to assess learning and change in behavior.</p> <p>The lesson plan for this fourth-grade group of boys diagnosed with ADHD is a summary of the key concepts taught, modeling of each skill by the boys, conversation regarding how and</p> |

2: PLANNING FOR ACTIVE LEARNING

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

Indicator 2a: Planning prevention/intervention that is aligned with standards builds on students' prior knowledge and provides for appropriate level of challenge for all students.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|--|--|---|--|--|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Prevention/Intervention rests on research based practice, student need and appropriate level of challenge | Does not plan prevention/intervention using evidence-based practice, student need or appropriate level of challenge. | Partially plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge. | Plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge. | Plans to challenge students to extend their learning to make connections to the school setting and larger world. |
| | teaching of a skill to be used to improve focus. The bulk of this lesson is a video entitled, "I Can Be Good!" | to role-play, or demonstrate their use of, or practice, these concepts was observed. | demonstrate and practice "Whole Body Listening" and asks them to use this skill once in the upcoming week and report back to the group on how it went. | where they are using the skills and a contract for them to continue using the self-selected three skills to improve academic and social performance. |

2: PLANNING FOR ACTIVE LEARNING

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

Indicator 2a: Planning prevention/intervention that is aligned with standards builds on students' prior knowledge and provides for appropriate level of challenge for all students.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|--|---|--|---|---|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| <p>Use of data to determine students' prior knowledge and to differentiate based on students' learning needs</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p> | <p>Plans prevention/ intervention without consideration of data, students' prior knowledge or different learning needs.</p> | <p>Plans prevention/intervention with limited attention to prior knowledge and/or skills of individual students.</p> | <p>Uses multiple sources of data to determine individual students' prior knowledge and skills to plan targeted, purposeful prevention/ intervention that advances the learning of students.</p> | <p>Plans for students to identify learning needs based on their own individual data to advance learning, growth and development.</p> |
| | SAMPLE EVIDENCE | | | |
| | <p>No baseline data is used to plan for the students being served.</p> <p>All lessons come from a purchased program entitled, "My Friends and Me." No modifications are made to the lesson reflecting the profiles of the girls with whom the social worker is working.</p> | <p>The social worker is able to provide baseline data from the classroom teacher only.</p> <p>All lesson plans for this group of fifth-grade girls focus on relationships with peers but do not take into account previous history of peer problems.</p> | <p>The social worker is able to provide teacher baseline data, anecdotal feedback, parent feedback and student self-impressions. These are reflected in the lesson plan created for this group.</p> <p>All lesson plans for this group of fifth-grade girls focus on relationships with peers and provide specific examples and concepts targeted for each girl based on knowledge and data of the students by the social worker.</p> | <p>Each student in this group has access to all of their data and works with the social worker to create an action plan for learning with measurable goals and objectives.</p> <p>Each lesson plan has a specific skill to be learned <i>and</i> includes multiple ways of acquiring that skill. For example, in one lesson girls are asked to identify their three closest friends and tell why they have chosen them. The girls are allowed to create a song, collage, or write a story to share this information with the group.</p> |

2: PLANNING FOR ACTIVE LEARNING

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

Indicator 2a: Planning prevention/intervention that is aligned with standards builds on students' prior knowledge and provides for appropriate level of challenge for all students.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|--|---|---|--|--|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Connection to school setting and larger world. | Plans prevention/intervention that includes few opportunities for students to connect to school setting and larger world. | Plans prevention/intervention that includes some opportunities for students to connect to school settings and larger world. | Plans prevention/intervention that includes multiple opportunities for students to connect to school setting and larger world. | Designs opportunities for students to independently select prevention/intervention strategies that support their learning in the school setting and larger world. |
| <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p> | SAMPLE EVIDENCE | | | |
| | <p>The lesson plan for this group of fifth-grade girls focuses on relationships with peers and includes only one opportunity for one group member to read a paragraph from the book entitled, "Making Friends My Way." No other activities involving reading, writing, speaking or listening are embedded.</p> <p>Lesson plans reviewed contain poorly defined key concepts (example: "Vegetables are things that grow in the ground") involved in making healthy lifestyle choices and no opportunity for students to practice these concepts.</p> | <p>The lesson plan for this group of fifth-grade girls focuses on relationships with peers and includes reading multiple passages from the book entitled, "Making Friends My Way."</p> <p>Lesson plans reviewed contain well-defined key concepts (example: A vegetable is a plant with edible parts, especially leafy or fleshy parts that are used mainly for soups or salads, or to accompany main courses) involved in making healthy lifestyle choices. Each lesson provides students with one opportunity to practice the concept of selecting healthy food choices from a picture array of a variety of foods.</p> | <p>The lesson plan for this group of fifth-grade girls focuses on relationships with peers and includes reading multiple passages from the book entitled, "Making Friends My Way" with discussion of the content and an expectation of a summary book report as a culminating activity.</p> <p>Lesson plans reviewed contain well-defined key concepts involved in making healthy lifestyle choices. Students were provided with multiple opportunities during each lesson to use or model the concepts. Vocabulary from the science curriculum was included in these plans.</p> | <p>The lesson plan for this group of fifth-grade girls focuses on relationships with peers and provides the girls with a selection of books to choose from about relationships with peers. As a final project, the social worker will ask group members to share their learning with the other members of the group in their own creative way. Examples will be provided, including PowerPoint, skit, video, written book report, oral report etc.</p> <p>Lesson plans reviewed contain well-defined key concepts involved in making healthy lifestyle choices. In each lesson students were asked to define these concepts in their own words and share their definitions with others. Students will be asked to identify how they would use these concepts on a daily basis in their life.</p> |

2: PLANNING FOR ACTIVE LEARNING

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

Indicator 2a: Planning prevention/intervention that is aligned with standards builds on students' prior knowledge and provides for appropriate level of challenge for all students.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|---|---|---|--|--|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Connection to school setting and larger world. | Plans prevention/intervention that includes few opportunities for students to connect to school setting and larger world. | Plans prevention/intervention that includes some opportunities for students to connect to school settings and larger world. | Plans prevention/intervention that includes multiple opportunities for students to connect to school setting and larger world. | Designs opportunities for students to independently select prevention/intervention strategies that support their learning in the school setting and larger world. |
| | The social worker's lesson design to increase academic motivation does not incorporate any classroom assignments. | The social worker's lesson design to increase academic motivation includes questions posed by the social worker to be answered in writing, at least once during each group session. | The social worker's lesson design to increase academic motivation requires students to complete classroom assigned literacy tasks with positive reinforcement (specific to each student) provided by the social worker upon completion. In addition, all questions posed by the social worker are answered in writing. | The social worker's lesson design to increase academic motivation allows students to choose a topic to research and present to the group using language arts skills. |

2: PLANNING FOR ACTIVE LEARNING

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

Indicator 2b: Planning prevention/intervention to actively engage students in the content.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|---|--|---|---|--|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| <p>Strategies, tasks and questions actively engage students</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p> | <p>Plans prevention/ intervention tasks that limit opportunities for students' active engagement.</p> | <p>Plans primarily service provider-directed prevention/intervention strategies, tasks and questions that provide some opportunities for students' active engagement.</p> | <p>Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and/or application to other situations.</p> | <p>Plans to release responsibility to the students to apply and/ or extend learning to other situations.</p> |
| SAMPLE EVIDENCE | | | | |
| | <p>Lessons include all planned questions to require a yes or no response only.</p> <p>The lesson plan, titled "Living an Alternate Lifestyle," focuses on the identification of a variety of lifestyles.</p> | <p>Lessons include 1 out of every 3 planned questions to require a short phrase answer.</p> <p>The lesson plan, titled "Living an Alternate Lifestyle," poses only one research-based question designed to expand student knowledge of the content.</p> | <p>Lesson plans require students to engage in active listening (using the Whole Body Listening method), articulate key concepts, provide examples from their own life, and ask relevant questions of their peers in the group.</p> <p>The lesson plan focusing on "living an alternate lifestyle" poses "research based" questions and tasks and reveals the richness of diversity in our society and the pros and cons of living an alternative lifestyle. The plan is designed to expand student knowledge.</p> | <p>Lesson plans are designed for students to apply key concepts learned into other areas of their life and to report back on the successful use of these concepts.</p> <p>(Example: In a group focusing on time management students are asked to define, in their own words, the concepts of "bunching" and "chunking" and to share with the group three real-world occasions when they used these skills in the previous week. During each presentation, time will be allotted for, and students will be encouraged to ask probing questions of the presenter.)</p> <p>The lesson plan focusing on living an alternate lifestyle culminates in a project that each student must complete entitled, "ME! 20 Years From Now!" Students have a choice of presentation format for the concluding project.</p> |

2: PLANNING FOR ACTIVE LEARNING

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

Indicator 2b: Planning prevention/intervention to actively engage students in the content.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|--|--|--|---|---|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Resources and flexible groupings support active engagement and new learning | Selects or designs resources and/or groupings that do not actively engage students or support new learning. | Selects or designs resources and/or groupings that minimally engage students and minimally support new learning about the world at large. | Selects or designs resources and/or flexible groupings that actively engage students in real world, global and/or career connections that support new learning. | Selects or designs resources that actively engage students to extend new learning. |
| <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p> | SAMPLE EVIDENCE | | | |
| | <p>The fifth-grade ADHD boys group contains 10 boys and is scheduled for Fridays at 3.</p> <p>Ninety percent of all materials mentioned in the lesson plans for the group entitled, "Children of Divorce," were either videos or worksheets.</p> | <p>The fifth-grade ADHD boys group contains only five boys and is scheduled for Fridays at 3.</p> <p>Ninety percent of tasks embedded in the Children of Divorce group lesson plans use materials that do not contain information based on recent research and are outdated. (Example: students are asked to color in booklets depicting children of the 1950s.)</p> | <p>The fifth-grade ADHD boys group contains five boys and is scheduled for Tuesdays at 10. It consists of three 10-minute blocks of learning including movement throughout the sessions.</p> <p>Ninety percent of all materials mentioned in the lesson plans for the group entitled "Children of Divorce" were multimodality based, state-of-the-art, new or newer looking (iPad apps) and incorporate work with family members and peers.</p> | <p>The fifth-grade ADHD boys group contains five boys and is scheduled for Tuesdays at 10. It consists of three 10-minute blocks of learning, including movement throughout the sessions. One of the 10-minute blocks focuses on the selection of three newly taught strategies to enhance focus and concentration and an analysis, by each student, of how they will implement these strategies in the classroom environment</p> <p>Students involved with the Children of Divorce group are able to pick from a variety of resources that had been organized by the social worker to teach each new skill or concept.</p> |

2: PLANNING FOR ACTIVE LEARNING

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

Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|--|---|---|---|--|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Criteria for student success | Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess. | Plans general criteria for student success; and/or plans some opportunities for students to self-assess. | Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria. | Plans to include students in developing criteria for monitoring their own success. |
| This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels. | SAMPLE EVIDENCE | | | |
| | There is no indication of a pretest, posttest or daily task that would gauge the learning of each student for each session. Lesson plans for the group entitled "Understanding and Reducing My Anxiety" provide no explanation of the purpose of the pretest and posttest, do not review the agenda for learning for the next six weeks, and do not identify goals for each student. In the lesson plans for the group designed to support transgendered youth, expectations for new learning are clearly articulated and students are expected to write personal goals based on the rubric provided. However, review of these goals is not reflected in any of the lesson plans. | The social worker identifies an exit-ticket task for each day that gauges student learning, but this information is not reflected in the lesson planning for the next session. There is no indication of a pretest or posttest. Lesson plans for the group entitled, "Understanding and Reducing My Anxiety" provide an explanation of the purpose of the pretest and posttest, and review the agenda for learning for the next six weeks. However, the social worker does not share with students how they will gauge their reduction in anxiety based on their new learning. In the lesson plans for the group designed to support transgendered youth, student goals are only reviewed on the last day of the group. | Exit tickets are used daily and the next lesson is adjusted based on that data. Pretests are provided to all students participating in the group and posttests are used at the conclusion of the planned sessions. Lesson plans for the group entitled "Understanding and Reducing My Anxiety" clearly provide an explanation of the purpose of the pretest and posttest, and review the agenda for learning for the next six weeks. In the lesson plans for the group designed to support transgendered youth, students meet with the social worker every two weeks to review progress on their goals and to receive individual counseling if necessary. | The social worker works with each student to create their action plan for learning based on pretest information. Throughout the sessions, students work with the social worker to identify their growth and set new goals. Lesson plans for the group entitled "Understanding and Reducing My Anxiety" feature the first lesson as an overview of the learning to be accomplished and a pretest. Students are then asked to create goals and objectives for themselves that, if met, will demonstrate their successful completion of goals for the group. In the lesson plans for the group designed to support transgendered youth, there is an assignment in week two that encourages students to create their own definition of success at the end of this group. These documents are shared individually between the social worker and student and reviewed every two weeks. |

2: PLANNING FOR ACTIVE LEARNING

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

Indicator 2c: Selecting appropriate assessment strategies to monitor student progress.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|---|---|--|---|---|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| <p>Ongoing assessment of student learning</p> <p style="color: red; font-style: italic;"><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p> | Plans assessment strategies that are limited or not aligned to intended prevention/intervention outcomes. | Plans assessment strategies that are partially aligned to intended prevention/ intervention outcomes OR strategies that elicit only minimal evidence of student learning. | Plans assessment strategies to elicit specific evidence of intended prevention/ intervention outcomes at critical points throughout the prevention/intervention plan. | Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress. |
| SAMPLE EVIDENCE | | | | |
| | In lesson plans for the group intended to assist 10th-grade girls in losing weight, baseline weights were taken and goals set for each girl. Lesson plans do not reflect checking weight again until the end of the eight-week program. | In lesson plans for the group intended to assist 10th-grade girls in losing weight, baseline weights were taken and goals set for each girl. Lesson plans reflect that weights will be taken and recorded at the four-week and eight-week marks. | In lesson plans for the group intended to assist 10th-grade girls in losing weight, baseline weights were taken and goals set for each girl. Lesson plans reflect that weights will be taken each week. | In lesson plans reviewed for the group intended to assist 10th-grade girls in losing weight, baseline weights were taken and goals set for each girl. Lesson plans reflect that weights will be taken each week and individual counseling provided based on weight readings to assist all girls in reaching their goal. |

DOMAIN 3: SERVICE DELIVERY

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

Indicator 3a: Implementing service delivery for learning.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|---|--|--|--|---|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Prevention/Intervention purpose | Does not clearly communicate learning expectations to students. | Communicates learning expectations to students and sets a general purpose for prevention/intervention, which may require further clarification. | Clearly communicates learning expectations to students and sets a specific purpose for prevention/intervention and helps students to see how the learning is aligned with CT Core Standards, and/or discipline specific state and national guidelines. | Students are encouraged to explain how the prevention/intervention is situated within the broader learning context/curriculum. Students will demonstrate understanding of prevention/intervention across various contextual settings. |
| <i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i> | SAMPLE EVIDENCE | | | |
| | During the first group session for “Understanding and Reducing My Anxiety” The social worker offers no explanation of the purpose of the pre and post-test, does not review the agenda for learning for the next 6 weeks and does not identify goals for each student. | During the first group session for “Understanding and Reducing My Anxiety” The social worker offers “the purpose of this group will be for you to have a better understanding of anxiety and the role it plays in your life.” No additional information is provided. | During the first group session for “Understanding and Reducing My Anxiety” The social worker offers each student a written outline of the next 8 sessions. Learning goals are identified for each session. | During the first group session for “Understanding and Reducing My Anxiety” The social worker offers each student a written outline of the next 8 sessions. Learning goals are identified for each session. In addition, students are provided with a template to create an action plan for learning. This template includes the categories of “why I joined the group, what I would like to work on, what I need to learn and what result I would like to see.” |

DOMAIN 3: SERVICE DELIVERY

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

Indicator 3a: Implementing service delivery for learning.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|---|--|--|--|---|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Prevention/Intervention plan precision | Makes multiple errors in the prevention/intervention plan delivery. | Makes minor errors in the delivery of the prevention/intervention plan. | Prevention/intervention delivery demonstrates flexibility and sensitivity to targeted outcomes | Invites students to explain the prevention/intervention plan and how it applies to their growth and development. |
| <i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i> | SAMPLE EVIDENCE | | | |
| | The social worker incorrectly spells “carcinogens” on the white board, provides an erroneous definition of amphetamines and lists alcohol in the stimulant category of drug. | The social worker offers a brief and confusing definition of amphetamines to those students present. | The social worker articulates an accurate description of the three categories of illegal drugs as depressants, stimulants and hallucinogens and provides examples for each category. | The social worker gives students in the group initial information regarding the three categories of illegal drugs and then pairs students off to place all drugs they are aware of into the appropriate category. |

DOMAIN 3: SERVICE DELIVERY

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

Indicator 3a: Implementing service delivery for learning.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|---|---|---|---|---|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Prevention/Intervention progression and level of challenge | Delivers prevention/intervention that lacks a logical progression; is not evidence-based, attentive to student need or appropriate level of challenge. | Delivers prevention/intervention in a generally logical progression, is somewhat evidence-based, attentive to student needs and appropriate level of challenge to advance student learning | Clearly delivers prevention/intervention in a logical and purposeful progression, is evidence-based, attentive to student needs and at an appropriate level of challenge to advance learning of all students. | Challenges students to extend their learning beyond the prevention/intervention expectations and make connections to the school and larger world. |
| <i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i> | SAMPLE EVIDENCE | | | |
| | This introductory lesson, in a series of 6 lessons for a support group of 8th grade girls diagnosed with eating disorders, had no pre-test to assess prior knowledge, no agenda for subsequent lesson plans and no rudimentary definitions of important concepts. Students are not required to complete any task during this session. | In the 3rd in a series of 6 lessons for a support group of 8th grade girls diagnosed with eating disorders, the focus is the pre-test utilizing icons including smiley and sad faces for responses. | In the 4th in a series of 6 lessons for a support group of 8th grade girls diagnosed with eating disorders, the focus is on individual meetings with each student and their family to create an action plan. | During the 6th in a series of 6 lessons for a support group of 8th grade girls diagnosed with eating disorders, a summary of learning is provided by the girls in the group and each reviews their action plan that they had created during session 2. Finally, each girl articulates her next steps in the process of recovery and her vision of her life 10 years from now. |

DOMAIN 3: SERVICE DELIVERY

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

Indicator 3a: Implementing service delivery for learning.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|--|---|---|--|---|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Connection to school setting and larger world | Delivers prevention/intervention with few opportunities for students to connect to the school setting and larger world. | Delivers prevention/intervention with some opportunities for students to connect to the school setting and larger world. | Delivers prevention/intervention that consistently integrates into the school setting and larger worlds. | Provides opportunities for students to independently use prevention/intervention strategies in the school setting and larger world. |
| <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p> | SAMPLE EVIDENCE | | | |
| | During this group of 1st graders who have been experiencing significant difficulty in the area of self-regulation, The social worker is utilizing the “How Does My Engine Run? Program. Terms including: “self-regulation” and “optimal state” are utilized by The social worker with no definition or explanation. The social worker offers no explanation regarding why self-regulation is important in the school setting. | During this group with 1st graders who have been experiencing significant difficulty in the area of self-regulation, The social worker is utilizing the “How Does My Engine Run? Program. Terms including: “self-regulation” and “optimal state” are utilized by The social worker who provides an age –appropriate definition of each. The social worker additionally provides students with an explanation regarding the importance of self-regulation in the school and social settings. | During this group with 1st graders who have been experiencing significant difficulty in the area of self-regulation, The social worker is utilizing the “How Does My Engine Run? Program. Terms including: “self-regulation” and “optimal state” are utilized by The social worker who provides an age –appropriate definition of each. Students copy these words into a journal for this group and create a drawing to assist them in remembering what they mean. A discussion is facilitated regarding use of the self-regulations strategies across their school, home and social settings. | During this group with 1st graders who have been experiencing significant difficulty in the area of self-regulation, The social worker is utilizing the “How Does My Engine Run? Program. Terms including: “self-regulation” and “optimal state” are utilized by The social worker who provides an age –appropriate definition of each. Students are paired up and explain what these words mean to one another. Students are asked to select two self-regulation strategies to “practice” over the course of the week in their classroom. The social worker indicates that she will be working with each of their teachers to note how many times these students are making independent use of the selected strategies in the classroom setting. |

DOMAIN 3: SERVICE DELIVERY

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

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|---|--|--|--|--|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Strategies, and questions | Strategies, tasks and questions do not lead students to construct new and meaningful learning. | Uses a combination of tasks and questions in an attempt to lead students to construct new learning, with some opportunities for problem solving, critical thinking and/or purposeful discourse or inquiry. | Employs differentiated strategies, tasks and questions that actively engage students in constructing new and meaningful learning through appropriately integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. | Includes opportunities for students to work collaboratively when appropriate and to generate their own questions and problem-solving strategies, synthesize and communicate information. |
| <i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i> | SAMPLE EVIDENCE | | | |
| | All questions asked by The social worker are formatted to require a "yes" or "no" response only. | One out of every 3 questions asked by The social worker, required a short phrase answer. | Students are required to engage in active listening (utilizing the Whole Body Listening model), articulate key concepts, provide examples from their own life and ask relevant questions of their peers in the group. | Students are asked to create questions and answers based on the topic of the day. A modified version of 'Jeopardy' is then facilitated by The social worker using the students' prepared questions and answers. |
| | The 5th grade ADHD boys group includes 10 boys and is scheduled for Fridays at 3:00. | The 5th grade ADHD boys group includes only 5 boys and is scheduled for Fridays at 3:00. | The 5th grade ADHD boys group includes 5 boys and is scheduled for Tuesdays at 10:00. It consists of three, 10 minute blocks of learning including movement throughout the sessions. | The 5th grade ADHD boys group includes 5 boys and is scheduled for Tuesdays at 10:00. It consists of three, 10 minute blocks of learning including movement throughout the sessions. One of the 10 minute blocks of learning focuses on the selection of three newly taught strategies to enhance focus and concentration and an analysis, by each student, of how they will implement these strategies in the classroom environment |

DOMAIN 3: SERVICE DELIVERY

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

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|---|--|--|---|---|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Resources and flexible groupings | Uses resources and/or groupings that do not actively engage students to support new learning. | Uses resources and/or groupings that minimally engage students actively to support new learning. | Uses resources and flexible groupings that actively engage students in demonstrating new learning in multiple ways, including application of new learning to make real world, career or global connections. | Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning. |
| <i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i> | SAMPLE EVIDENCE | | | |
| | Tasks included in this lesson for the group entitled, "Children of Divorce," are either videos or worksheets to be worked on individually. | Tasks included in this lesson are student product based but only 1 out of 3 allowed students to work together. | All tasks for the lesson for the group entitled, "Children of Divorce", are designed to allow groups of students to work together to respond to a sentence prompt or to share their personal experiences. | During the last session of the "Children of Divorce" group, all students make a presentation to their peers titled, "My Journey Through Divorce" focusing on their learning from the group. Each presentation is different, consisting of a collage, PowerPoint, dramatic reading, and a shadow box. Students were able to choose their presentation approach. Students are encouraged to ask questions of their peers during their presentation. |

DOMAIN 3: SERVICE DELIVERY

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

Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|---|---|---|---|--|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Student responsibility and independence | Implements prevention/intervention that is primarily provider-directed, providing little or no opportunities for students to develop independence as learners | Implements prevention/intervention that is mostly provider-directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process. | Implements prevention/intervention that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process. | Implements prevention/intervention that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work. |
| <i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i> | SAMPLE EVIDENCE | | | |
| | During a support group for teenage fathers, the session focuses entirely around The social worker giving these young men information, in lecture-format style, regarding developmental milestones of children ages 0 – 12 months. | During a support group for teenage fathers, the session begins with The social worker giving these young men information, regarding developmental milestones of children ages 0 – 12 months. Participants are encouraged to ask questions of the facilitator but not of each other. | During a support group for teenage fathers, the session begins with The social worker giving these young men information, regarding developmental milestones of children ages 0 – 12 months. Following this brief overview, participants are asked what area of development they would like to focus on. Physical development was selected by the group and the rest of the session focuses on this topic. The social worker asks questions designed to facilitate group member participation and conversation. | During a support group for teenage fathers, the session begins with The social worker giving these young men information, regarding developmental milestones of children ages 0 – 12 months. These young fathers then shared the ages of their children and, using materials provided by The social worker, engaged in their own research regarding a particular age group/range. Research and new learning is shared out at the end of the session in “popcorn” style fashion. |

DOMAIN 3: SERVICE DELIVERY

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

Indicator 3c: Assessing student learning, providing feedback to students and adjusting service delivery.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|--|---|--|---|--|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Criteria for student success | Does not communicate criteria for success and/or opportunities for students to self-assess are rare. | Communicates general criteria for success and provides limited opportunities for students to self-assess. | Communicates specific criteria for success and provides multiple opportunities for students to self-assess. | Integrates student input in identifying and articulating individual criteria for success. |
| <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p> | SAMPLE EVIDENCE | | | |
| | During the first session of an 8 week program entitled, "Understanding and Reducing My Anxiety" The social worker provides no explanation of the purpose of the pre and post-test, does not review the agenda for learning for the next 7 weeks and does not identify goals for each student. | During the first lesson of a group session entitled, "Understanding and Reducing My Anxiety" The social worker provides an explanation of the purpose of the pre and post-test and reviews the agenda for learning for the next 7 weeks. | During the first lesson of a group session entitled, "Understanding and Reducing My Anxiety" The social worker clearly provides an explanation of the purpose of the pre and post-test, reviews the agenda for learning for the next 8 weeks and provides all students with a rubric for assessing their own acquisition of new skills. | During the first lesson of a group session entitled, "Understanding and Reducing My Anxiety" The social worker presents an overview of the learning to be accomplished and students complete a pre-test. Students are asked to create goals and objectives for themselves that, if met, will demonstrate their successful participation in this group. A needs assessment is distributed and each student provides information regarding what they would like to learn about this topic. |
| | During a group designed to support transgendered youth, there is no assessment of new learning (e.g., exit ticket etc.) at the conclusion of the session. | During a group designed to support transgendered youth, individual students had previously developed personal goals. However, when students are asked how they are progressing on their goals, they are all unable to answer. | During a group designed to support transgendered youth, students meet individually with The social worker to review progress on their goals and to receive individual counseling if necessary. Other students are paired up and engaged in researching provided topics. | During week 2 of an 8 week group designed to support transgendered youth, The social worker encourages students to create their own definition of success that they will review at the end of the group. These ideas are shared individually between The social worker and the student. |

DOMAIN 3: SERVICE DELIVERY

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

Indicator 3c: Assessing student learning, providing feedback to students and adjusting service delivery.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|---|--|---|---|--|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Ongoing assessment of student learning | Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of outcomes in prevention/intervention plan. | Assesses student learning with some focus on progress towards achievement of intended prevention/intervention outcomes. | Assesses student learning with focus on progress towards the prevention/intervention in order to monitor individual and group progress toward achievement of the intended prevention/intervention outcomes. | Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning. |
| <i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i> | SAMPLE EVIDENCE | | | |
| | At the conclusion of the lesson focused on expression of feelings and concerns, The social worker states, "Good you made it through the 30 minute session." | When several students are not able to see how new learning on "sharing of feelings" can be incorporated into their lives, The social worker gives additional and clarifying information to the class. The social worker asks students to put what he said into their own words and to provide an example of a recent time they had expressed their feelings to someone. | During the course of this 30 minute session, The social worker asks questions to elicit a deeper understanding about the importance of expressing feelings in an appropriate manner. Students are given scenarios to react to and they share possible ways to deal with conflicting emotions. | The session concludes with students creating a series of questions to check for comprehension of the learning of the day. Students engage in a game of questions and are asked if they want to "phone a friend" if they are unable to answer the question posed to them. Students are asked to record the number of responses they offer and to write down any questions they were not able to answer. |

DOMAIN 3: SERVICE DELIVERY

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

Indicator 3c: Assessing student learning, providing feedback to students and adjusting service delivery.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|--|---|---|---|--|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Feedback to students | Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate. | Provides feedback that partially guides students toward the intended prevention/intervention outcomes. | Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning. | Encourages self-reflection or peer feedback that is specific and focuses on advancing student learning. |
| <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p> | SAMPLE EVIDENCE | | | |
| | During a group session with 11th grade girls (all victims of sexual assault at the hands of a relative) The social worker said, "Yes I understand how that must feel," in response to the following statement from one of the young women in the group: "I feel like everyone in school knows about this and that they are watching me all the time." | During a group session with 11th grade girls (all victims of sexual assault at the hands of a relative) The social worker said, "What do you think would stop those feelings you're having," in response to the following statement from one of the young women in the group: "I feel like everyone in school knows about this and that they are watching me all the time." | During a group session with 11th grade girls (all victims of sexual assault at the hands of a relative) The social worker said, "Lots of kids in your position feel this way. It is actually quite normal. Let's talk about some strategies that you can use when you are starting to feel that way here in school," in response to the following statement from one of the young women in the group: "I feel like everyone in school knows about this and that they are watching me all the time." | During a group session with 11th grade girls (all victims of sexual assault at the hands of a relative) The social worker said, "Has anyone else felt that way here? What are some of the things that you did to cope with that feeling in the moment," in response to the following statement from one of the young women in the group: "I feel like everyone in school knows about this and that they are watching me all the time." |
| | One student, in a support group for girls with eating disorders, shared that she had a very difficult week that led to an episode of binge eating. In hearing this, The social worker said, "I completely understand. That used to happen to me too." | One student, in a support group for girls with eating disorders, shared that she had a very difficult week that led to an episode of binge eating. In hearing this, The social worker responded, "I'm sorry you had a tough week Ashley. I'm sure it will get better." | One student, in a support group for girls with eating disorders, shared that she had a very difficult week that led to an episode of binge eating. In hearing this, The social worker responded, "I'm sorry you had a tough week Ashley. Tell me more about what triggered this and maybe we can find a strategy that will help you control this next time." | One student, in a support group for girls with eating disorders, shared that she had a very difficult week that led to an episode of binge eating. In hearing this, The social worker responded, "Can anyone else here relate to that? What have you done to deal with this? Tell us a little more about what was happening around you this weekend." |

DOMAIN 3: SERVICE DELIVERY

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

Indicator 3c: Assessing student learning, providing feedback to students and adjusting service delivery.

| | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY |
|--|--|---|--|---|
| ATTRIBUTES | | | | <i>In addition to the characteristics of Proficient, including one or more of the following:</i> |
| Prevention/Intervention adjustments | Makes no attempts to adjust delivery of prevention/intervention strategies. | Makes some attempts to adjust delivery of prevention/intervention strategies. | Adjusts delivery of prevention/intervention strategies as necessary in response to individual and group performance. | Student(s) identify ways to adjust prevention/intervention strategies that will be effective for them as individuals. |
| <p><i>This sample evidence is not comprehensive nor is it intended to be used as a checklist during an observation. It is intended to illustrate what evidence for this attribute might look like at the various performance levels.</i></p> | SAMPLE EVIDENCE | | | |
| | During the lesson (at the 10 minute mark) 4 out of the 6 students are talking amongst themselves, unrelated to the topic. A fifth student is sleeping. The social worker continues to proceed with the agenda without checking for attention and understanding or adjusting the delivery of information. | The social worker asks all group participants to define the term anxiety. When 3 out of 6 students could not clearly articulate a definition of the term, The social worker rephrased the definition. | The social worker asks all students to write the definition of anxiety down in their journals. Then each student reads their definition aloud. Based on these responses, The social worker re-defined the term, asks students to utilize drawing and word association to personalize the understanding of the concept. | At the end of the session The social worker asks each student to define the term anxiety. She also asks students to identify what they felt were the most, and the least, helpful parts of the lesson indicating that this feedback would be utilized to develop the lesson plan for next week's session. |