Adult Education Rubric for Student Educator Support Services (SESS)
(Counselors, NEDP Advisors/Assessors, Program Facilitators*)
(excerpted from the SEED CCT Rubric for Effective Service Delivery)

Learning Environment, Student Engagement & Commitment to Learning
Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by promoting a positive learning environment that is respectful and equitable.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
Indicators				*All the characteristics of Proficient, plus one or more of the following:*
Rapport and positive social interactions	Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners.	Interactions between service provider and learners are generally positive and respectful. The provider inconsistently attempts to promote positive social interactions among learners.	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions among learners.	Fosters an environment where learners proactively demonstrate positive social interactions and conflict-resolution skills.
Respect for learner diversity	Establishes and maintains a learning environment that disregards learners' cultural, social or developmental differences.	Establishes and maintains a learning environment that is inconsistently respectful of learners' cultural, social or developmental differences.	Establishes and maintains a learning environment that is consistently respectful of learners' cultural, social or developmental differences.	Recognizes and incorporates learners' cultural, social and developmental diversity as an asset to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates or promotes a learning environment that discourages learners to take intellectual risks	Creates or promotes a learning environment that encourages some but not all learners to take intellectual risks.	Consistently creates or promotes a learning environment that encourages learners to take intellectual risks.	Creates an environment where learners are encouraged to take risks by respectfully questioning or challenging ideas presented.
High expectations for student learning	Establishes and communicates few or unrealistic expectations for learners.	Establishes and communicates realistic expectations for some, but not all learners.	Establishes and communicates high but realistic expectations for all learners.	Creates opportunities for learners to set their own goals and take responsibility for their own growth and development.
Focus for feedback	Service provider needs intervention and correction. Clear expectations need to be set. Support and training	Service provider has basic skills but requires some supervision to develop consistency and reflect	Service provider has solid skills and can explore opportunities to give students more opportunities to self-	Service provider may be encouraged to record or document strategies to

	in interpersonal skills, culturally responsive practice, asset orientation, importance of relationships and growth mindset.	more systematically on practice. Provide more resources and strategies from which to choose. Peer or video modeling may be helpful.	monitoring and responsible for each other. Peer or video modeling may be helpful.	share with peers. Practice should be recognized and validated.

Service Delivery

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

	BELOW STANDARD	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY**
Indicators				*All the characteristics of Proficient, plus one or more of the following:*
Precision of service delivery	Delivery of services is inconsistent with planning.	Delivery of services is consistent with some but not all services as planned.	Delivery of services is consistent with planning and demonstrates flexibility and sensitivity for the majority of learners.	Delivery of services demonstrates flexibility and sensitivity for all learners.
Feedback to learner	Provides no meaningful feedback or feedback is inaccurate and does not support improvement toward academic or social/behavioral outcomes.	Provides general feedback that partially supports improvement toward academic or social/ behavioral outcomes.	Provides specific, timely, accurate and actionable feedback that supports the improvement and advancement of academic or social/behavioral outcomes.	Encourages self-reflection or peer feedback that is specific and focused on advancing learning.
Adjustments to service delivery	Adjustments to service delivery are not responsive to learner performance or engagement in tasks.	Adjustments to service delivery are responsive to some, but not all, learners' performance or engagement in tasks.	Adjustments to service delivery are responsive to learner performance or engagement in tasks.	Engages learners in identifying ways to adjust their academic or social/behavioral plan.
Focus for feedback	Service provider is not enhancing the well-being of the learner and requires explicit modeling and supervision	Service provider needs coaching in communication, organization and flexibility.	Service provider is capable and student centered.	Service provider is a significant value-added to the academic portion of program.

Program Facilitators may add or substitute the following indicator for one of the service delivery descriptors.

Maintenance of records	Records are incomplete, or confidential information is stored in an unsecured location.	Records are complete but may contain some inaccuracies. Confidential information is stored in a secured location.	Records are complete, organized and accurate. Confidential information is stored in a secured location.	Supports and assists colleagues, in the larger school community, in maintaining accurate and secure records.