




STATE OF CONNECTICUT  
STATE DEPARTMENT OF EDUCATION



**TO:** Superintendents of Schools

**FROM:** Shannon Marimón, Division Director   
Bureau of Educator Effectiveness and Professional Learning

**DATE:** October 14, 2014

**SUBJECT:** Release of the *CCT Rubric for Effective Service Delivery 2014*

Dear Colleagues,

We are pleased to share the new and improved *Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014* that was developed by a committee of stakeholders including numerous practicing Student and Educator Support Specialists (SESS) and administrators from across the state. The collaborative process has resulted in a companion rubric to the *CCT Rubric for Effective Teaching 2014* that captures service provider practice across a continuum of performance.

We are also in the process of preparing a set of resources to assist SESS educators and their evaluators in using the new rubric beginning with an introductory training offered at each of the Regional Educational Service Centers (RESCs). Information and registration for this training is currently available through the [Educator Evaluation and Support website](#).

The **Connecticut Common Core of Teaching (CCT): Foundational Skills** (1999), revised and adopted by the State Board of Education in February 2010, establishes a vision for teaching and learning in Connecticut public schools. As such, the CCT provides the foundation for the *CCT Rubric for Effective Service Delivery 2014*. The CCT is linked by the state law and regulations to requirements that span an educator's career including preparation, induction and evaluation. It contains the standards which identify the foundational skills and competencies that pertain to all educators, regardless of the subject matter or age group they teach. The standards articulate the knowledge, skills and qualities that Connecticut educators need to demonstrate in order to prepare students to meet the challenges of the 21<sup>st</sup> century and to prepare students to be college, career and civic ready. In addition to these standards, many SESS educators have discipline-specific standards for practice which have also been considered in the development of the *CCT Rubric for Effective Service Delivery 2014*.

Beginning in June 2014, a committee of SESS educators from across the state convened to review and make revisions to the previous version of the rubric called *The CCT/SESS Rubric for Effective Teaching 2013* adapted for Student and Educator Support Specialists. The revised *CCT Rubric for Effective Service Delivery 2014* represents input from all of these stakeholders. Our goal was to design a rubric to parallel the revised *CCT Rubric for Effective Teaching 2014* and illustrate the common threads of practice among all educators in the service of children.

Specifically, School Psychologists, Speech and Language Pathologists, School Social Workers and Comprehensive School Counselors may find this rubric most appropriate. However, that does not exclude other educators who may serve a caseload of students, staff and/or families from considering this rubric as a tool for observation of their performance and practice.

This version is offered for use as part of a district’s evaluation and support plan and may be considered for use by the established Professional Development and Evaluation Committee (PDEC) as part of a discussion of educator roles and responsibilities and appropriate observation frameworks.

The chart below illustrates a comparison of the CCT 2010 and the *CCT Rubric for Effective Service Delivery 2014*:

Connecticut Common Core of Teaching 2010 (CCT)		CCT Rubric for Effective Service Delivery 2014		Observed
<b>Domain 1</b>	<i>Content and Essential Skills</i> , which includes the Common Core State Standards and Connecticut Content Standards	<i>Demonstration at the pre-service level as a pre-requisite to certification and embedded within the rubric.</i>		
<b>Domain 2</b>	<i>Classroom Environment, Student Engagement and Commitment to Learning</i>	<b>Domain 1</b>	<i>Learning Environment, Student Engagement and Commitment to Learning</i>	In-class/Learning environment observation
<b>Domain 3</b>	<i>Planning for Active Learning</i>	<b>Domain 2</b>	<i>Planning for Active Learning</i>	Non-classroom observations / reviews of practice.
<b>Domain 4</b>	<i>Instruction for Active Learning</i>	<b>Domain 3</b>	<i>Service Delivery</i>	In-class/Learning environment observation
<b>Domain 5</b>	<i>*Assessment for Learning</i>	<b>*Now integrated throughout the other domains</b>		
<b>Domain 6</b>	<i>Professional Responsibilities and Teacher Leadership</i>	<b>Domain 4</b>	<i>Professional Responsibilities and Leadership</i>	Non-classroom observations / reviews of practice.

As the committee moves forward with their work, the next step is to release several **evidence guides** that will include specific examples of what an SESS educator’s practice looks like at the various levels of performance. Evidence guides are near completion for School Psychologists, Speech and Language Pathologists, School Social Workers and Comprehensive School Counselors. In the meantime, there are white papers available [online](#) with several sample student learning objectives (SLOs) that may provide specific guidance for SESS providers. Additional SLO samples are in development and will be available in the coming weeks.

The Bureau of Educator Effectiveness and Professional Learning staff is committed to providing timely information and answers to your questions. Please do not hesitate to contact us for assistance at 860-713-6868.

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Enclosures