SINGLE POINT COMPETENCY: Service Providers

	DOMAIN 1: Positive Learning Environment, Student Engagement and Commitment to Learning	
Areas of Strength	The service provider has established a learning environment in which • Interactions between the service provider and stakeholders are positive and respectful and the provider regularly promotes positive social interactions among stakeholders. • Maintains a learning environment that is respectful of all stakeholders' cultural, social and/or developmental differences. • Establishes and reinforces high learning expectations for all stakeholders. • Establishes high standards of behavior and reinforces expectations to promote stakeholder learning. • Explicitly teaches, models, and/or positively reinforces social skills when needed. Builds stakeholders' capacity to self-regulate and take responsibility for their actions. • Establishes routines and effectively manages transitions resulting in maximized service delivery time. • Other observed practices. ** Not all practices must be observed in a single session.	*Possible Next Steps*

References: CSDE. The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014: Adapted for Student and Educator Support Specialists.

SINGLE POINT COMPETENCY: Service Providers

GROTON PUBLIC SCHOOLS
Our Mission is Teaching and Learning
Groton, Connecticut

Areas of Strength	Domain 3: Service Delivery for Learning	Possible Next Steps
Areas of Strength	The service provider implements preventions or interventions that engage students in rigorous and relevant learning and promote their curiosity about the world at large. • Clearly communicates learning expectations to stakeholders and sets a specific purpose for prevention or intervention. • Clearly delivers prevention/ intervention in a logical and purposeful progression, is evidence based, attentive to stakeholder needs at an appropriate level of challenge to advance learning of all stakeholders. • Employs differentiated strategies, tasks and questions that actively engage stakeholders 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. • Uses resources or flexible groupings that actively engage stakeholders in demonstrating new learning in multiple ways including application of new learning. • Implements prevention/ intervention that provides multiple opportunities for stakeholders to develop independence as learners and share responsibility for the learning process. • Communicates specific criteria for success and provides multiple opportunities for stakeholders to self-assess. • Assesses stakeholder learning with focus on progress towards the prevention/intervention in order to monitor individual and group progress toward achievement of the intended outcomes. • Provides individualized, descriptive feedback that is accurate, actionable and helps stakeholders advance their learning. • Adjusts delivery of prevention/ intervention plan as needed as a response to individual and group performance. • Other observed practices. ** Not all practices must be observed in a single session.	*Possible Next Steps*

References: CSDE. The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014: Adapted for Student and Educator Support Specialists.