Modified Connecticut Common Core of Teaching (CCT) Rubric for Effective SLP Service Delivery
SHU SLP Graduate Program
Domain 1: Learning Environment, Engagement and Commitment to Learning

Candidate SLP promotes student engagement, independence and
interdependence in learning and facilitates a positive learning community by:

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

	Below Standard	Developing	Proficient	Exemplary *All characteristics of Proficient, plus one or more of the following:*
Rapport and positive social interactions	Candidate SLP does not promote positive social interactions among learners.	Interactions Are generally positive and respectful. Candidate SLP inconsistently attempts to promote positive social interactions.	Interactions Are consistently positive and respectful. Candidate SLP consistently promotes positive social interactions.	Fosters an environment where learners proactively demonstrate positive social interactions and conflict-resolution skills.
Respect for learner diversity	Candidate SLP fosters 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.
High expectations for learning	Communicates few or unrealistic expectations for learners.	Establishes and communicates realistic expectations for some 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.

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

	Below Standard	**Developing**	**Proficient**	**Exemplary** *All characteristics of Proficient, plus one or more of the following:*
Communicating and reinforcing appropriate standards of behavior	Minimally fosters appropriate standards of behavior resulting in interference with learning.	Inconsistently fosters appropriate standards of behavior resulting in some interference with learning.	Communicates and reinforces appropriate standards of behavior that support a productive learning environment.	Creates opportunities for learners to take responsibility for their own behavior or seamlessly responds to misbehavior.
Promoting social and emotional competence	Minimally attentive to teaching, modeling or reinforcing social skills and provides little to no opportunity for learners to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, or reinforces social skills and limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.	Encourages learners to independently apply proactive strategies4 and take responsibility for their actions.

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

	Below Standard	**Developing**	**Proficient**	**Exemplary** *All characteristics of Proficient, plus one or more of the following:*
Routines and transitions appropriate to needs of learners	Implements and manages routines and transitions resulting in major loss of service delivery time.	Implements and manages routines and transitions resulting in minor loss of service delivery time.	Implements and manages effective routines and transitions that maximize service delivery time	Encourages or provides opportunities for learners to demonstrate or independently facilitate routines

Domain 2: Planning For Active Learning

Candidate SLP design6 academic, social/behavioral, therapeutic, crisis or consultative plans to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

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

	Below Standard	**Developing**	**Proficient**	**Exemplary** *All characteristics of Proficient, plus one or more of the following:*
Standards alignment	Designs plans that are misaligned with relevant CT content standards or discipline-specific national guidelines.	Designs plans that partially align with relevant CT content standards, or discipline-specific national guidelines.	Designs plans that directly align with relevant CT content standards or discipline-specific national guidelines.	Explains and demonstrates to students and others how plans support student success in the curriculum.
Evidence-based practice	Designs plans that are not evidence based.	Designs plans that are partially evidence based.	Designs plans using evidence-based Practice.	Provides elaborated explanation of evidence used in creating plans.
Use of data to determine learner needs and level of challenge	Designs plans without consideration of learner data.	Designs plans using limited sources of data to address learner needs and appropriate levels of challenge.	Designs targeted and purposeful plans using multiple sources of data to address learner needs and appropriate challenge.	Proactive in obtaining, analyzing and using data to guide collaborative planning; explains use of data to families and colleagues.
Targeted and specific objectives for learners	Develops objectives that are not targeted or specific to the needs of learners.	Develops objectives that are targeted or specific to the needs of some, but not all learners.	Develops objectives that are targeted and specific to the needs of all learners.	Plans include opportunities for learners to monitor and evaluate their own progress toward objectives.

INDICATOR 2b: Developing plans to actively engage learners in service delivery.

	Below Standard	Developing	Proficient	Exemplary *All characteristics of Proficient, plus one or more of the following:*
Strategies, tasks and questions	Selects or designs plans that are provide limited opportunities for active learner engagement. .	Selects or designs plans that offer some opportunities for active learner engagement	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.	Selects or designs plans that allow learners to apply or generalize learning beyond the therapy session to classroom and peer interactions.
Resources and flexible groupings and new learning	Selects or designs resources or groupings that do not actively engage learners or support new learning.	Selects or designs resources and groupings that actively engage and support some, but not all, learners.	Selects or designs a variety of resources and flexible groupings that actively engage learners in demonstrating new learning in multiple ways.	Selects or designs opportunities for learners to make choices about resources and flexible groupings to support and extend new learning.

INDICATOR 2c: Selecting appropriate assessment strategies to identify and plan learning targets.

	Below Standard	Developing	Proficient	Exemplary *All characteristics of Proficient, plus one or more of the following:*
Selection of assessments and interpretation of results	Does not use knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Uses limited understanding of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Uses knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Conducts information sessions with colleagues and families to enhance understanding of the assessment selection process, information obtained and development of learning plans.
Criteria for learner success	Does not identify appropriate criteria for assessing learner success.	Identifies general criteria for assessing learner success.	Identifies objective and measurable criteria for assessing learner success.	Integrates learner input into the plan for assessing learner success.
Ongoing assessment of learning	Does not use assessment strategies or progress monitoring to adjust service delivery.	Uses assessment strategies or progress monitoring to provide limited opportunities adjust service delivery	Uses assessment strategies or progress monitoring at critical points to effectively adjust service delivery.	Plans to engage learners in using assessment criteria to self-monitor and reflect on learning

Domain 3: Service Delivery

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

INDICATOR 3a: Implementing service delivery for learning.

	Below Standard	**Developing**	**Proficient**	**Exemplary** *All characteristics of Proficient, plus one or more of the following:*
Purpose of service delivery	Does not communicate academic or social/behavioral expectations clearly.	Communicates expectations in a way that results in the need for further clarification.	Clearly communicates expectations and aligns the purpose of service delivery with relevant content standards or discipline-specific national guidelines.	Provides opportunities for learners to communicate how academic or social/behavioral expectations can apply to other situations.
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 most learners.	Delivery of services demonstrates flexibility and sensitivity for all learners.
Progression of service delivery	Delivers services in an illogical progression.	Generally delivers services in a logical and purposeful progression.	Delivers services in a logical and purposeful progression.	Challenges all learners to take responsibility and extend their own learning to classroom and peer interactions.
Level of challenge	Delivers services at an inappropriate level of challenge. for learners.	Delivers services at an appropriate level of challenge for some, but not all, learners	Delivers services at an appropriate level of challenge for the majority of learners.	Provides opportunities for all learners to extend learning beyond expectations, make cross-curricular connections or generalize behavior to multiple situations.

INDICATOR 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	Below Standard	Developing	Proficient	Exemplary *All characteristics of Proficient, plus one or more of the following:*
Strategies, tasks and questions	Uses tasks and questions that do not engage learners in purposeful learning.	Uses tasks or questions to actively engage some, but not all, learners in constructing new learning.	Uses differentiated strategies, tasks, and questions to actively engage the majority of learners in constructing new and meaningful learning through integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse or inquiry.	Includes opportunities for all learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, synthesize and communicate information.
Resources and flexible groupings and new learning	Uses available resources or groupings that do not actively engage learners and support .	Uses available resources or groupings that actively engage some, but not all, learners and support some new learning.	Uses multiple resources or flexible groupings to actively engage the majority of learners in demonstrating new learning in a variety of ways.	Promotes learner self-direction, and choice of available resources within flexible groupings

Learner responsibility and independence	Implements service delivery provides little or no opportunity for learners to develop independence.	Implements service delivery that provides some opportunities for learners to develop independence and share responsibility for the learning.	Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.	Supports and challenges learners to experiment and identify ways to approach learning that will be effective for them as individuals.

INDICATOR 3c: Assessing learning, providing feedback14 and adjusting service delivery.

	Below Standard	**Developing**	**Proficient**	**Exemplary** *All characteristics of Proficient, plus one or more of the following:*
Criteria for learner success	Does not effectively communicate criteria for academic or social/behavioral success. .	Communicates general criteria for academic or social/behavioral success.	Communicates or models specific criteria for academic or social/behavioral success; provides limited opportunities for generalization to classroom interactions.	Integrates learner input in identifying criteria for individualized academic or social/behavioral success; provides opportunities for generalization to classroom interactions.
Ongoing assessment of learning	Uses assessment strategies or methods that are not relevant to academic or social/behavioral outcomes.	Uses assessment strategies or methods that are partially aligned to intended academic or social/ behavioral outcomes.	Uses a variety of assessment strategies or methods that elicit specific evidence of intended academic or social/behavioral outcomes at critical points throughout service delivery.	Provides opportunities for learners to identify strengths, needs, and help themselves or their peers to improve learning and generalize to classroom activities.
Feedback to learner	Provides no meaningful feedback or feedback is inaccurate and	Provides general feedback that partially supports improvement toward academic or	Provides specific, timely, accurate and actionable feedback that	Encourages self-moitoring or peer feedback that is specific and focused on advancing learning.

	does not support improvement toward academic or social/behavioral outcomes.	social/ behavioral outcomes.	supports the improvement and advancement of academic or social/behavioral outcomes.	
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; encourages students to identify timing and manner of adjusting services.

Domain 4: Professional Responsibilities and Leadership
Candidate SLP maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:

INDICATOR 4a: Engaging in continuous professional learning to enhance service delivery and improve student//adult learning.

	Below Standard	Developing	Proficient	Exemplary *All characteristics of Proficient, plus one or more of the following:*
Self evaluation/ reflection	Does not self-evaluate/reflect on how practice affects learning.	Self-evaluates/reflects on practice and impact on learning, but takes limited or ineffective action to improve individual practice.	Self-evaluates/reflects on individual practice and the impact on learning; identifies areas for improvement and takes effective action to improve professional practice.	Uses ongoing self-evaluation/ reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
Response to feedback	Does not readily accept feedback and recommendations or make changes for improving practice.	Accepts feedback and recommendations but changes in practice are limited or ineffective.	Willingly accepts feedback and recommendations and makes effective changes in practice.	Proactively seeks feedback in order to improve in a range of professional practices.
Profes-sional learnng	Does not actively participate in professional learning opportunities.	Participates in required professional learning opportunities but makes minimal contributions.	Participates actively in required professional learning and seeks opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes the initiative seeking opportunities for professional learning with colleagues, families or community.

INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.

	Below Standard	Developing	Proficient	Exemplary *All characteristics of Proficient, plus one or more of the following:*
Collaboration with colleagues	Attends required meetings but does not use outcomes of discussions to adjust service delivery.	Participates in required meetings and uses some outcomes of discussions to adjust service delivery.	Initiates collaboration with colleagues regularly to synthesize and analyze data and adjust practice accordingly.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt practices to support professional growth and development.
Ethical conduct	Does not consider or act in accordance with ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards, with limited insight and consideration.	Acts in accordance with and supports colleagues in adhering to ethical codes of conduct and professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
Maintenance of records	Records are incomplete, recordkieeping is not timely and/or confidential information is stored in an unsecured location.	Recordkeeping is timely and complete but may contain some inaccuracies. Confidential information is stored in a secured location.	Confidential information is stored in a secured location. Records are complete, organized, timely and accurate.	Supports and assists colleagues, in the larger school community, in maintaining timely, accurate and secure records.

Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner, and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

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

	Below Standard	**Developing**	**Proficient**	**Exemplary** *All characteristics of Proficient, plus one or more of the following:*
Positive school climate	Does not contribute to developing and sustaining a positive school climate.	Takes a minimal role in engaging with colleagues, learners or families to develop and sustain a positive school climate.	Engages with colleagues, learners or families to develop and sustain a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
Culturally responsive communications with stakeholders	Demonstrates a lack of awareness of cultural differences or inserts bias and negativity when communicating with stakeholders. .	Demonstrates an awareness of some, but not all, cultural differences when communicating with stakeholders	Demonstrates knowledge of cultural differences and communicates in a responsive manner with stakeholders and the community.	Leads efforts to enhance culturally responsive communications with stakeholders.