# Comparison of the CT Common Core of Teaching and the CCT Rubric for Effective Service Delivery 2015

The Westport Public School's Information and Technology Literacy (ITL) version of the ***Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015*** is completely aligned with the Westport Public Schools PDEP document. The ***Rubric for Effective Service Delivery*** will be used to evaluate Information and Technology (ITL) team member, either library media specialist or computer teacher.

Because service delivery is a complex, integrated activity, the domain indicators from the CCT Foundational Skills (2010) have been consolidated and reorganized in this rubric for the purpose of describing essential and critical aspects of practice. For the purpose of the rubric, the domains have also been renumbered. **The four domains and 12 indicators** (three per domain) identify the essential aspects of a service provider's performance and practice.

| CT Common Core of Teaching Standards | | *CCT Rubric for Effective Service Delivery 2015* | | Generally Observed |
|---|---|---|---|---|
| Domain 1 | Content and Essential Skills, which includes ***The CT Core Standards*** and other CT content standards | *Demonstrated at the pre-service level as a pre-requisite to certification and embedded within the rubric* | | |
| Domain 2 | Classroom Environment, Student Engagement and Commitment to Learning | Domain 1 | Learning Environment, Engagement and Commitment to Learning | In-class/Learning Environment Observations |
| Domain 3 | Planning for Active Learning | Domain 2 | Planning for Active Learning | Non-classroom Observations/ Reviews of Practice |
| Domain 4 | Instruction for Active Learning | Domain 3 | Service Delivery | In-class/Learning Environment Observations |
| Domain 5 | Assessment for Learning | *Now integrated throughout the other domains* | | |
| Domain 6 | Professional Responsibilities and Teacher Leadership | Domain 4 | Professional Responsibilities and Leadership | Non-classroom Observations/ Reviews of Practice |

# Westport Public Schools ITL Rubric for Effective Service Delivery — At a Glance

| Evidence Generally Collected Through **Observations** | Evidence Generally Collected Through **Non-classroom/Reviews of Practice** |
|---|---|
| Domain 1: Learning Environment, Engagement and Commitment to Learning | Domain 2: Planning for Active Learning |
| *Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:*<br>1a. Promoting a positive learning environment that is respectful and equitable.<br>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.<br>1c. Maximizing service delivery by effectively managing routines and transition. | *Service providers design academic plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*<br>2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.<br>2b. Developing plans to actively engage learners in service delivery.<br>2c. Selecting appropriate assessment strategies to identify and plan learning targets. |
| Domain 3: Service Delivery | Domain 4: Professional Responsibilities and Leadership |
| Service providers implement academic plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:<br>3a. Implementing service delivery for learning.<br>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.<br>3c. Assessing learning, providing feedback and adjusting service delivery. | Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:<br>4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.<br>4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.<br>4c. Working with colleagues, students and ~~families~~ to develop and sustain a positive school climate that supports student/adult learning. |

## Domain 1: Learning Environment, Engagement and Commitment to Learning

*Service providers promote student/adult learner 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 | ACCOMPLISHED | EXEMPLARY<br>*All characteristics of* **Accomplished**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **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 . |
| | **Respect for learner diversity[1]** | 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 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. |

1. Respect for learner diversity means recognizing individual differences, including but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

## Domain 1: Learning Environment, Engagement and Commitment to Learning

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

**INDICATOR 1b: Promoting developmentally appropriate standards of social behaviors that support a productive learning environment.**

| | | BELOW STANDARD | DEVELOPING | ACCOMPLISHED | EXEMPLARY<br>*All characteristics of* **Accomplished**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **Communicating and reinforcing appropriate standards of behavior** | Minimally communicates (establishes) and/ or reinforces appropriate standards of behavior resulting in interference with learning. | Inconsistently communicates (establishes) or reinforces appropriate standards of behavior resulting in some interference with learning. | Communicates (establishes) 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[2]** | Minimally attentive to teaching, modeling or reinforcing social skills and provides little to no opportunity for learners to 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 strategies[4] and take responsibility for their actions. |

2. Social competence is exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, and Rhee, 2000).

4. Proactive strategies include self-regulation strategies, problem-solving strategies, conflict resolution processes, interpersonal communication and responsible decision-making.

## Domain 1: Learning Environment, Engagement and Commitment to Learning

*Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:*
**INDICATOR 1c: Maximizing service delivery by effectively managing routines and transition.**[3]

| | | BELOW STANDARD | DEVELOPING | ACCOMPLISHED | EXEMPLARY<br>*All characteristics of* **Accomplished**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **Routines and transitions appropriate to needs of learners** | Implements and manages routines and transitions resulting in significant loss of service delivery/teaching time. | Implements and manages routines and transitions resulting in some loss of service delivery/teaching time. | Implements (establishes) and manages effective routines and transitions that maximize service delivery/teaching time. | Encourages or provides opportunities for learners to demonstrate or independently facilitate routines and transitions. |

3. Routines can be instructional or non-instructional organizational activities. Transitions are non-instructional activities such as moving from one grouping, task or context to another.

# Domain 2: Planning for Active Learning

*Service providers designs[4] academic plans to engage student/adult learners 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 | ACCOMPLISHED | EXEMPLARY<br>*All characteristics of* **Accomplished**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **Standards alignment** | Designs plans that are misaligned with relevant Connecticut content standards[5] or discipline-specific state and national guidelines. | Designs plans that partially align with relevant Connecticut content standards, or discipline-specific state and national guidelines. | Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines. | Designs plans that enable learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work |
| | **Use of data to determine learner needs and level of challenge** | Designs plans (lessons & programs) without consideration of learner data. | Designs plans (lessons and programs) using limited sources of data to address learner needs and to support an appropriate level of challenge. | Designs targeted and purposeful plans (lessons & programs) using multiple sources of data[6] to address learner needs and support an appropriate level of challenge. | Proactive in obtaining, analyzing and using data to guide collaborative planning.(this should be accomplished for ITL) |
| | ~~**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 the majority of, learners.~~ | ~~Develops objectives that are targeted and specific to the needs of all learners.~~ | ~~Plans include opportunities for learners to develop their own objectives.~~ |
| | **Prefer:**<br>**Content of lesson appropriate to sequence of lessons and appropriate level of challenge** | Does not appropriately sequence content of the lesson plan | Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge. | Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge. | Plans to challenge students to extend their learning to make interdisciplinary connections. |

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4. Depending upon the role of the service provider, the action verb could be design, collaborate, inform or consult.
5. Connecticut content standards are standards developed for all content areas including Common Core State Standards (CCSS) inclusive of College and Career Ready Anchor Standards and Early Learning and Development Standards (ELDS).
6. Multiple sources of data may include existing data or data to be collected (progress monitoring). Data may be formal (standardized tests) or informal (survey responses, interviews, anecdotal records, grades) and may be formative or summative.

# Domain 2: Planning for Active Learning

*Service providers design academic plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

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

| | | BELOW STANDARD | DEVELOPING | ACCOMPLISHED | EXEMPLARY<br>*All characteristics of* **Accomplished**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **Strategies, tasks and questions** | Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement. | Selects or designs plans that are primarily service provider-directed and 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 extend learning to the school setting and larger world. |
| | **Resources[7] and flexible groupings[8] 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/or flexible groupings that actively (cognitively) engage learners in demonstrating new learning in multiple ways. | Selects or designs opportunities for learners to make choices about resources and/or flexible groupings to support and extend new learning. |

7. Resources include, but are not limited to, available textbooks, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software kits, games, pictures, posters, artistic prints, study prints, sculptures, models, maps, motion pictures, audio and video recordings, DVDs, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

8. Flexible groupings are groupings of learners that are changeable based on the purpose of the service delivery and on changes in the needs of individual learners over time.

# Domain 2: Planning for Active Learning

*Service providers design academic plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**INDICATOR 2c: Selecting appropriate assessment strategies[9] to identify and plan learning targets.**

| | | BELOW STANDARD | DEVELOPING | ACCOMPLISHED | EXEMPLARY<br>*All characteristics of* **Accomplished**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | ~~**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 knowledge 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 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 plan for use of assessment strategies or methods to monitor or adjust service delivery. | Plans for use of assessment strategies or methods that provide limited opportunities to monitor or adjust service delivery. | Plans for use of assessment strategies or methods at critical points to effectively monitor or adjust service delivery. | Plans to engage learners in using assessment criteria to self-monitor and reflect on learning. |

9. Assessment strategies are used to evaluate learners before, during and after service delivery. Formative assessment is part of the process used by service providers during service delivery, which provides feedback to monitor and adjust ongoing services/teaching. Summative assessments are used to evaluate learners at the end of a service delivery plan to determine learner success.

# Domain 3: Service Delivery

*Service providers implement academic 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[10] for learning.**

| | | BELOW STANDARD | DEVELOPING | ACCOMPLISHED | EXEMPLARY<br>*All characteristics of* **Accomplished**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **Purpose of service delivery** | Does not clearly communicate academic expectations for service delivery/lesson. | Communicates academic expectations for service delivery in a way that results in the need for further clarification. | Clearly communicates academic expectations for service delivery/ lesson and aligns the purpose of service delivery/ lesson with relevant Connecticut content standards or discipline-specific state and national guidelines. | Provides opportunities for learners to communicate how academic 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 the majority of 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. |
| | **Level of challenge** | Delivers services that are 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 learning to multiple situations, as appropriate. |

10. Service delivery is derived from a framework of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

# Domain 3: Service Delivery

*Service providers implement academic plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**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 | ACCOMPLISHED | EXEMPLARY<br>*All characteristics of* **Accomplished**, *plus one or more of the following* |
|---|---|---|---|---|---|
| ATTRIBUTES | **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 new learning. | 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 ownership, self-direction, and choice of available resources or flexible groupings. |
| | **Learner responsibility and independence** | Implements service delivery that is primarily provider-directed, and provides little or no opportunities for learners to develop independence. | Implements service delivery that is mostly provider directed and provides some opportunities for learners to develop indepen-dence 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 identify ways to approach learning that will be effective for them as individuals. |

# Domain 3: Service Delivery

*Service providers implement academic plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**INDICATOR 3c: Assessing learning, providing feedback[11] and adjusting service delivery.**

| | | BELOW STANDARD | DEVELOPING | ACCOMPLISHED | EXEMPLARY<br>*All characteristics of* **Accomplished**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **Criteria for learner success** | Does not communicate criteria for academic (learner) success and/or opportunities for students to self-assess are rare. | Communicates general criteria for academic success and provides limited opportunities for students to self-assess. | Communicates or models specific criteria for academic success and provides multiple opportunities for students to self-assess.. | Integrates learner input in identifying criteria for individualized academic success. |
| | **Ongoing assessment of learning** | Uses assessment strategies or methods that are not relevant to academic (learner) outcomes. | Uses assessment strategies or methods that are partially aligned to intended academic outcomes. | Uses a variety of assessment strategies or methods that elicit specific evidence of intended outcomes at critical points throughout service delivery. | Provides opportunities for learners to identify strengths, needs, and help themselves or their peers to improve learning. |
| | **Feedback to learner** | Provides no meaningful feedback or feedback is inaccurate and does not support improvement toward academic (learner) outcomes. | Provides general feedback that partially supports improvement toward academic outcomes. | Provides specific, timely, accurate and actionable feedback that supports the improvement and advancement of academic outcomes. | Encourages self-reflection or peer feedback that is specific and focused on advancing learning. |
| | **Adjustments to service delivery[12]** | 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 plan and results in quality work . |

11. Effective feedback is descriptive and immediate and helps learners to improve their performance by telling them what they are doing well while providing meaningful, appropriate and specific suggestions for improvement, as appropriate.

12. Adjustments to service delivery are based on monitoring of student understanding. Service providers make purposeful decisions about changes necessary to help learners achieve service delivery outcomes.

# Domain 4: Professional Responsibilities and Leadership

*Service providers 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 | ACCOMPLISHED | EXEMPLARY<br>*All characteristics of* **Accomplished**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **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 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. |
| | **Professional learning** | 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 a lead in or initiates opportunities for professional learning with colleagues, families or community. |

# Domain 4: Professional Responsibilities and Leadership

*Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:*
**INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.**

| | | BELOW STANDARD | DEVELOPING | ACCOMPLISHED | EXEMPLARY<br>*All characteristics of* **Accomplished**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **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. | Collaborates 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 act in accordance with ethical codes of conduct and professional standards.~~ | ~~Acts in accordance with ethical codes of conduct and professional standards.~~ | ~~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.~~ |
| | **Contribution to professional learning environment** | Disregards ethical codes of conduct and professional standards. | Acts in accordance with ethical codes of conduct and professional standards. | Supports colleagues in exploring and making ethical decisions and adhering to 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, 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.~~ |
| | **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. | Models safe, legal, and ethical use of information and technology 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. |

# Domain 4: Professional Responsibilities and Leadership

*Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:*

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

| | | BELOW STANDARD | DEVELOPING | ACCOMPLISHED | EXEMPLARY<br>*All characteristics of* **Accomplished**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **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. |
| | **Stakeholder[13] engagement** | Does not communicate with stakeholders about learner academic performance outside required reports. | Communicates with stakeholders about learner performance through required and makes some attempts to build relationships with some, but not all, stakeholders. | Communicates frequently and proactively with stakeholders about learner academic expectations and performance, and develops positive relationships with stakeholders to promote learner success. | Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders and communities to support learner growth and development. |
| | **Culturally responsive communications[14] 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. |

13. Stakeholders can include student/adult learners, families, colleagues, community members etc. and are determined by the role and delineated responsibilities of the service provider.

14. Culturally responsive communications use the cultural knowledge, prior experiences and performance styles of diverse learners to make learning more appropriate and effective and support connectedness between home and school experiences.