

## CITE 2016 – Child Find or Assessment/Diagnostic Professional – Speech/Language Pathologist and Occupational Therapist

**Standard 1 - OUTCOMES: Child Find or Assessment/Diagnostic Professional supports children’s individual progress.**

**1.1 Child Find or Assessment/Diagnostic Professional uses critical thinking to coordinate and facilitate the assessment/IEP process to ensure compliance with state and federal guidelines and alignment with individual student needs.**

HE: Child Find or Assessment/Diagnostic Professional collaborates with families and the multidisciplinary team to coordinate and facilitate the assessment/IEP process to ensure compliance with state and federal guidelines and alignment with individual student needs.

E: Child Find or Assessment/Diagnostic Professional consistently coordinates and facilitates the assessment/IEP process to ensure compliance with state and federal guidelines and alignment with individual student needs.

PE: Child Find or Assessment/Diagnostic Professional coordinates and facilitates the assessment/IEP process to ensure compliance with state and federal guidelines and alignment with individual student needs

I: Child Find or Assessment/Diagnostic Professional rarely coordinates and facilitates the assessment/IEP process to ensure compliance with state and federal guidelines and alignment with individual student needs.

**1.2 Child Find or Assessment/Diagnostic Professional uses critical thinking to determine eligibility for services.**

HE: Child Find or Assessment/Diagnostic Professional collaboratively interprets evaluation information to determine eligibility for special education and/or Early Intervention (Part C Service). Child Find or Assessment/Diagnostic Professional has a thorough understanding of eligibility criteria. Child Find or Assessment/Diagnostic Professional facilitates parent understanding of eligibility criteria and implications.

E: Child Find or Assessment/Diagnostic Professional collaboratively interprets evaluation information to determine eligibility for special education and/or Early Intervention (Part C Service). Child Find or Assessment/Diagnostic Professional has a thorough understanding of eligibility criteria.

PE: Child Find or Assessment/Diagnostic Professional interprets evaluation information to determine eligibility for special education and/or Early Intervention (Part C Service).

I: Child Find or Assessment/Diagnostic Professional does not accurately interpret evaluation information to determine eligibility for special education and/or Early Intervention (Part C Services). Child Find or Assessment/Diagnostic Professional does not have a thorough understanding of eligibility criteria.

**1.3 Child Find or Assessment/Diagnostic Professional uses critical thinking to interpret child’s assessment data to determine appropriate goals that support and promote access to the Douglas County Guaranteed & Viable Curriculum including the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).**

HE: Child Find or Assessment/Diagnostic Professional uses critical thinking and collaboration with stakeholders to select developmentally appropriate World Class Outcomes (goals) that are naturally integrated with other environments based on the student’s developmental level, Douglas County GVC, and state standards.

E: Child Find or Assessment/Diagnostic Professional selects developmentally appropriate World Class Outcomes (goals) that are naturally integrated with other environments based on the student’s developmental level, Douglas County GVC, and state standards.

PE: Child Find or Assessment/Diagnostic Professional selects child’s outcomes (goals) that meet the student needs in some of the educational environments.

I: Child Find or Assessment/Diagnostic Professional selects outcomes (goals) that are not appropriate.

**1.4 Child Find or Assessment/Diagnostic Professional uses critical thinking to interpret child’s assessment data to determine appropriate services that support and promote access to the GVC including the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).**

HE: Child Find or Assessment/Diagnostic Professional uses critical thinking and collaboration with stakeholders to select services, accommodations and modifications that are appropriate based on the child’s developmental needs.

E: Child Find or Assessment/Diagnostic Professional selects services, accommodations and modifications that are appropriate based on the child’s developmental needs.

PE: Child Find or Assessment/Diagnostic Professional selects services for children.

I: Child Find or Assessment/Diagnostic Professional does not select appropriate services.

**1.5 Child Find or Assessment/Diagnostic Professional uses critical thinking to interpret child's assessment data and family needs to facilitate transition into programming.**

HE: Child Find or Assessment/Diagnostic Professional considers unique needs and special factors of the child, family and program options in order to facilitate a successful transition into an appropriate program. The Child Find or Assessment/Diagnostic Professional collaborates with family, school, and other stakeholders to ensure a mutually agreed upon plan.

E: Child Find or Assessment/Diagnostic Professional considers unique needs and special factors of the child, family and program options in order to facilitate a successful transition into an appropriate Child Find or Special Education program.

PE: Child Find or Assessment/Diagnostic Professional facilitates transition into a Child Find or Special Education program.

I: Child Find or Assessment/Diagnostic Professional fails to facilitate transition into a Child Find or Special program.

**Standard 2 -- ASSESSMENT: Child Find or Assessment/Diagnostic Professional selects and uses assessments that allow children to demonstrate individual levels of functioning.**

**2.1 Child Find or Assessment/Diagnostic Professional collaboratively plans a comprehensive assessment to establish an individual level of functioning.**

HE: Child Find or Assessment/Diagnostic Professional collaborates with students, families, and the multidisciplinary team to plan a differentiated and comprehensive assessment to establish an individual level of functioning.

E: Child Find or Assessment/Diagnostic Professional consistently plans a comprehensive assessment to establish an individual level of functioning.

PE: Child Find or Assessment/Diagnostic Professional plans an assessment to establish an individual level of functioning.

I: Child Find or Assessment/Diagnostic Professional rarely plans an assessment.

**2.2 Child Find or Assessment/Diagnostic Professional uses a balanced assessment approach, including formative assessments, to establish an individual level of functioning.**

HE: Child Find or Assessment/Diagnostic Professional begins the formative assessment process by reviewing the records and gathering information to understand student and family individual needs in order to select and plan for an appropriate and authentic evaluation. Child Find or Assessment/Diagnostic Professional collaboratively plans with team members and accounts for known unique variables. The Child Find or Assessment/Diagnostic Professional provides leadership to the Child Find or other Special Education team.

E: Child Find or Assessment/Diagnostic Professional begins the formative assessment process by reviewing records and gathering information to understand student and family individual needs to select and plan for an appropriate and authentic evaluation. Child Find or Assessment/Diagnostic Professional plans and accounts for known variables.

PE: Child Find or Assessment/Diagnostic Professional begins the formative assessment process by reviewing records to plan for an evaluation.

I: Child Find or Assessment/Diagnostic Professional does not use formative assessment data to plan evaluation.

**2.3 Child Find or Assessment/Diagnostic Professional uses a balanced assessment approach, including interim assessments, to establish an individual level of functioning.**

HE: Child Find or Assessment/Diagnostic Professional conducts and analyzes interim assessment data to determine further areas to investigate and assess. Child Find or Assessment/Diagnostic Professional adjusts approach based on child and/or family responses in a fluid, flexible, and/or innovative manner.

E: Child Find or Assessment/Diagnostic Professional conducts and analyzes interim assessment data to determine further areas to investigate and assess.

PE: Child Find or Assessment/Diagnostic Professional inconsistently conducts and analyzes interim assessment data to determine further areas to investigate and assess.

I: Child Find or Assessment/Diagnostic Professional does not analyze interim assessment data.

**2.4 Child Find or Assessment/Diagnostic Professional provides stakeholders with assessment data and gathers additional information to ensure a comprehensive evaluation.**

HE: Child Find or Assessment/Diagnostic Professional provides assessment information and elicits feedback and additional information from stakeholders prior to finalizing evaluation. Child Find or Assessment/Diagnostic Professional collaborates with a variety of stakeholders.

E: Child Find or Assessment/Diagnostic Professional provides assessment information and elicits feedback and additional information from families prior to finalizing evaluation.

PE: Child Find or Assessment/Diagnostic Professional provides assessment information to families prior to finalizing evaluation.

I: Child Find or Assessment/Diagnostic Professional provides insufficient assessment information to families prior to finalizing evaluation.

**2.5 Child Find or Assessment/Diagnostic Professional uses a balanced assessment approach to generate a summative assessment or evaluation report.**

HE: Child Find or Assessment/Diagnostic Professional analyzes and interprets data from evaluation and writes a summative or evaluation report that accurately reflects the child's strengths and needs. Report is thorough, professional, and family friendly. Child Find or

Assessment/Diagnostic Professional collaborates with Child Find or other Special Education team members to produce an integrated and consistent report.

E: Child Find or Assessment/Diagnostic Professional analyzes and interprets data from evaluation and writes a summative or evaluation report that accurately reflects the child's strengths and needs. Report is thorough, professional, and family friendly.

PE: Child Find or Assessment/Diagnostic Professional writes a summative or evaluation report that addresses the child's needs.

I: Child Find or Assessment/Diagnostic Professional writes a summative or evaluation report that does not address all of the child's needs.

## **2.6 Child Find or Assessment/Diagnostic Professional uses assessment practices sensitive to cultural and linguistic diversity.**

HE: Child Find or Assessment/Diagnostic Professional demonstrates advanced knowledge of and acts as a resource to colleagues regarding:

- Ethical evaluation of ELL students, (including use of assessment tools, interpreters and considerations for arranging assessments in languages other than English)
- Cultural and linguistic diversity
- Differential identification of differences versus disorders
- Appropriately interprets assessment findings
- Accurately applies eligibility rules

E: Child Find or Assessment/Diagnostic Professional demonstrates knowledge of:

- Ethical evaluation of ELL students, (including use of assessment tools, interpreters and considerations for arranging assessments in languages other than English)
- Cultural and linguistic diversity
- Differential identification of differences versus disorders
- Appropriately interprets assessment findings
- Accurately applies eligibility rules

PE: Child Find or Assessment/Diagnostic Professional demonstrates limited understanding of factors affecting appropriate evaluation of culturally and linguistically diverse students.

I: Child Find or Assessment/Diagnostic Professional assesses students without regard to appropriate consideration of linguistic and cultural differences and/or ethical consideration. Child Find or Assessment/Diagnostic inappropriately interprets assessment findings and/or eligibility rules.

## **Standard 3 – Communication: Child Find or Assessment/Diagnostic Professional communicates effectively with all stakeholders.**

### **3.1 Child Find or Assessment/Diagnostic Professional communicates assessment information essential to a child's success to all stakeholders.**

HE: Child Find or Assessment/Diagnostic Professional shares personalized information and strategies essential to a child's success with all stakeholders. Child Find or Assessment/Diagnostic Professional's communication is personalized, incorporates systematic processes, and family feedback. Child Find or Assessment/Diagnostic professional articulates child's needs and proactively communicates relevant information.

E: Child Find or Assessment/Diagnostic Professional shares information essential to a child's success that is personalized and shared with stakeholders. Child Find or Assessment/Diagnostic professional articulates child's needs and proactively communicates relevant information.

PE: Child Find or Assessment/Diagnostic Professional shares essential information for child's success with some stakeholders. Child Find or Assessment/Diagnostic Professional anticipates child's needs and communicates relevant information.

I: Child Find or Assessment/Diagnostic Professional shares information for child's success with stakeholders. Child Find or Assessment/Diagnostic Professional fails to anticipate child's needs and does not communicate relevant information.

### **3.2 Child Find or Assessment/Diagnostic Professional demonstrates effective facilitation skills for sharing assessment data.**

HE: Child Find or Assessment/Diagnostic Professional consistently uses situational awareness and plans accordingly to address the needs of all stakeholders. Child Find or Assessment/Diagnostic Professional sets appropriate tone and environment and solicits input from stakeholders ensuring that all voices are heard. Child Find or Assessment/Diagnostic Professional summarizes shared assessment data and collaborates with all stakeholders to plan next steps.

E: Child Find or Assessment/Diagnostic Professional uses situational awareness and plans accordingly to address the needs of all stakeholders. Child Find or Assessment/Diagnostic Professional sets appropriate tone and environment. Child Find or Assessment/Diagnostic Professional summarizes shared assessment data and determines next steps.

PE: Child Find or Assessment/Diagnostic Professional occasionally plans with team to address the needs of all parties. Child Find or Assessment/Diagnostic Professional occasionally plans and uses processes, sets appropriate tone and allows for voices to be heard. Child Find or Assessment/Diagnostic Professional summarizes and plans next steps.

I: Child Find or Assessment/Diagnostic Professional does not address the needs of all parties. Child Find or Assessment/Diagnostic Professional does incomplete planning/preparation for meetings and does not ensure all voices to be heard.

**3.3 Child Find or Assessment/Diagnostic Professional differentiates communication with families depending on assessment process/outcome.**

HE: Child Find or Assessment/Diagnostic Professional individualizes communication to families/caregivers in situations dependent upon the unique needs and outcomes by using a variety of methods, formats, and timelines to maximize the home/school/community connection in order for the child to make progress. The Child Find or Assessment/Diagnostic Professional provides communication beyond the scope of the Child Find or Special Education process. Child Find or Assessment/Diagnostic Professional utilizes active listening, paraphrasing, situational awareness and understanding of audience. Child Find or Assessment/Diagnostic Professional is articulate, prepared, caring, and compassionate.

E: Child Find or Assessment/Diagnostic Professional individualizes communication to families/caregivers in situations dependent upon the unique needs and outcomes by using a variety of methods, formats, and timelines, and provides information and resources to stakeholders in order for the child to make progress. Child Find or Assessment/Diagnostic Professional utilizes active listening, paraphrasing, situational awareness and understanding of audience. Child Find or Assessment/Diagnostic Professional is articulate, prepared, caring, and compassionate.

PE: Child Find or Assessment/Diagnostic Professional communicates to families/caregivers in situations. Child Find or Assessment/Diagnostic Professional utilizes adherence to the process.

I: Child Find or Assessment/Diagnostic Professional fails to communicate to families/caregivers. Child Find or Assessment/Diagnostic Professional does not adhere to the process.

**3.4 Child Find or Assessment/Diagnostic Professional differentiates communication with providers depending on assessment process/outcome.**

HE: Child Find or Assessment/Diagnostic Professional individualizes communication to service providers in situations dependent upon the unique needs and outcomes. Child Find or Assessment/Diagnostic Professional provides communication beyond the scope of the Child Find or Special Education process. Child Find or Assessment/Diagnostic Professional utilizes active listening, paraphrasing, situational awareness, understanding of audience, and collaborative feedback. Child Find or Assessment/Diagnostic Professional is articulate, prepared, and professional.

E: Child Find or Assessment/Diagnostic Professional individualizes communication to service providers in situations dependent upon the unique needs and outcomes. Child Find or Assessment/Diagnostic Professional utilizes active listening, paraphrasing, situational awareness, understanding of audience, and collaborative feedback. Child Find or Assessment/Diagnostic Professional is articulate, prepared, and professional.

PE: Child Find or Assessment/Diagnostic Professional communicates to service providers. Child Find or Assessment/Diagnostic Professional utilizes adherence to the process.

I: Child Find or Assessment/Diagnostic Professional fails to communicate to service providers. Child Find or Assessment/Diagnostic Professional does not adhere to the process.

**3.5 Child Find or Assessment/Diagnostic Professional demonstrates content-area expertise while communicating with stakeholders.**

HE: Child Find or Assessment/Diagnostic Professional demonstrates a strong knowledge (including evidence based practice and current field research) by accurately responding to child needs, stakeholder questions, anticipating common misconceptions and misunderstandings, connecting it to other developmental areas and knowing where the current learning is in the learning progression. The Child Find or Assessment/Diagnostic professional shares knowledge with other professionals.

E: Child Find or Assessment/Diagnostic Professional demonstrates knowledge by responding to stakeholder questions, anticipating common misconceptions and misunderstandings, connecting it to other developmental areas and knowing where the current learning is in the learning progression.

PE: Child Find or Assessment/Diagnostic Professional demonstrates an understanding of their specific content area.

I: Child Find or Assessment/Diagnostic Professional demonstrates a lack of content knowledge.

**Standard 4 -- CULTURE & CLIMATE: Child Find or Assessment/Diagnostic Professional models and collaborates with children and/or stakeholders to create a respectful and restorative culture and climate.**

**4.1 Child Find or Assessment/Diagnostic Professional creates an environment that is inclusive and safe.**

HE: Child Find or Assessment/Diagnostic Professional collaborates with children and stakeholders to create and consistently foster an environment that is physically and emotionally safe for all children.

E: Child Find or Assessment/Diagnostic Professional creates and fosters an environment that is physically and psychologically safe for all

children.
PE: Child Find or Assessment/Diagnostic Professional presents rules to achieve an environment that is physically and psychologically safe for all children.
I: The environment is not physically and/or psychologically safe for all children.
<b>4.2 Child Find or Assessment/Diagnostic Professional facilitates opportunities for children and/or stakeholders to construct, understand and practice a respectful and restorative environment.</b>
HE: Child Find or Assessment/Diagnostic Professional collaborates with children/families and all stakeholders to develop a restorative environment. This could include: facilitating positive opportunities for all to have a voice in their community; opportunities for all to learn from their mistakes; opportunities to practice acceptable behavior; and facilitating the restoration of relationships that have been harmed.
E: Child Find or Assessment/Diagnostic Professional creates and facilitates the opportunity for children/families to develop a restorative environment. This could include: facilitating positive opportunities for children/families to have a voice in their community; opportunities for all to learn from their mistakes; opportunities to practice acceptable behavior; and facilitating the restoration of relationships that have been harmed.
PE: Child Find or Assessment/Diagnostic Professional treats all children in a fair and equitable manner.
I: Rules are not uniformly applied to all children.
<b>4.3 Child Find or Assessment/Diagnostic Professional establishes an environment that values differences and honors diversity.</b>
HE: Child Find or Assessment/Diagnostic Professional respectfully collaborates with children and stakeholders to facilitate an environment where all participants can express different points of view in a safe and respectful environment.
E: Child Find or Assessment/Diagnostic Professional creates and facilitates an environment where children and stakeholders express different points of view in a safe and respectful environment.
PE: Child Find or Assessment/Diagnostic Professional promotes an environment where some children and stakeholders feel safe to express different points of view.
I: Child Find or Assessment/Diagnostic Professional establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
<b>4.4 Child Find or Assessment/Diagnostic Professional models and establishes positive relationships with all children.</b>
HE: Child Find or Assessment/Diagnostic Professional builds positive relationships and respectfully interacts with every child as an individual and differentiates all interactions based on their knowledge of each child.
E: Child Find or Assessment/Diagnostic Professional builds positive relationships and respectfully interacts with all children.
PE: Child Find or Assessment/Diagnostic Professional respectfully interacts with most children.
I: Child Find or Assessment/Diagnostic Professional does not promote a respectful environment.
<b>Standard 5 – PROFESSIONALISM: Child Find or Assessment/Diagnostic Professional demonstrates professional growth and development, leadership, and professionalism.</b>
<b>5.1 Child Find or Assessment/Diagnostic Professional works collaboratively with colleagues and other stakeholders for the benefit of children.</b>
HE: Child Find or Assessment/Diagnostic Professional creates/leads collaborative teams that include all individuals who support the child to provide high quality, integrated wrap-around and/or Special Education support services.
E: Child Find or Assessment/Diagnostic Professional participates on collaborative teams that include all individuals who support the child to provide high quality, integrated wrap-around and/or Special Education support services.
PE: Child Find or Assessment/Diagnostic Professional participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: Child Find or Assessment/Diagnostic Professional participates as required, and contribution to and/or collaboration with colleagues is limited.
<b>5.2 Child Find or Assessment/Diagnostic Professional creates a professional growth plan that is aligned to growth areas identified through Balanced Assessment System, Child Find or Assessment/Diagnostic Professional Evaluation tool, World Class Education Targets, and/or Professional Pathway goals.</b>
HE: Child Find or Assessment/Diagnostic Professional creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, Professional Pathways, and department goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
E: Child Find or Assessment/Diagnostic Professional creates a professional growth plan based on prioritized needs identified in CITE and department goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
PE: Child Find or Assessment/Diagnostic Professional creates a professional growth plan aimed at acquiring new skills to improve learning

that is related to CITE and department goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.

I: Child Find or Assessment/Diagnostic Professional creates a professional growth plan unrelated to CITE and/or department goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.

**5.3 Child Find or Assessment/Diagnostic Professional demonstrates application of professional learning to practice.**

HE: Child Find or Assessment/Diagnostic Professional engages in professional development opportunities aligned to current research and professional growth plan, shares new learning through structured opportunities with colleagues to improve their practice, and successfully implements and measures impact of all professional development in practice.

E: Child Find or Assessment/Diagnostic Professional engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues, and implements professional development in practice.

PE: Child Find or Assessment/Diagnostic Professional implements new knowledge or skills learned through professional development.

I: Child Find or Assessment/Diagnostic Professional participates in professional development. Child Find or Assessment/Diagnostic Professional implements professional development to professional practice on a limited basis.

**5.4 Child Find or Assessment/Diagnostic Professional demonstrates professional and ethical conduct including following all laws, district policies and procedures.**

HE: Child Find or Assessment/Diagnostic Professional leads and models professional behavior within the building and throughout the district and community.

E: Child Find or Assessment/Diagnostic Professional demonstrates professional behavior by meeting all expectations, including legal and discipline, department, or district expectations.

PE: Child Find or Assessment/Diagnostic Professional is compliant with some legal and discipline, department, or district expectations.

I: Child Find or Assessment/Diagnostic Professional does not meet legal and department/district expectations or shows blatant disregard.