



CITE RUBRIC REVISIONS

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DIRECTOR OF EDUCATOR EFFECTIVENESS

CITE Focus Group Priorities

 “Big Rocks” were determined by CITE Focus Group:

- Technical rubric changes
- Clarification of language
- Future products and projects

Summary of Structural changes:



- Move standards 4 & 5 to 1 & 2

- The Teacher and the Teaching

- Numbers (1-4) instead of Ineffective-Innovative

- “Flip it” horizontal

- Strengths based model to encourage growth

Guiding Questions:



Guiding Questions:

- Have we adequately identified *why* this change should occur and anticipate the value or benefit of this change?
- Is there a critical mass in support of the change?
- How is this change good for students?

Process Example:



Sub-committee Brainstorm

What are the critical components that we measure in 3-5?
Consider: Research, Alignment to the State Model, Current CITE rubric and Curricular Changes

Our goal:

Revise current rubric to reflect important changes that give teachers more flexibility
knowing that continuous improvement to align to the curricular changes will continue next year

Strengths-based model



New language included at the top of the rubric:

“All elements build from 2–4. For example, all aspects of a level 2 and 3 must be present for a teacher to be rated a 3. All aspects of 2 and 3 and 4 must be present for a teacher to be rated a 4.”

Culture and Climate, Professionalism



- The Teacher
- Represents standards 1 and 2
- Added an element of **classroom management**
- Changes to create clarity

Planning, Assessment, and Instruction



- Represents standards 3, 4, and 5
- Renamed Standard 3 from Outcomes to Planning
- Maintained the alignment structure across elements:
Content, Higher-order Thinking Skills, 4cs and 21st Century skills
- Evaluated whether the element needed to be an expression of quality, frequency or some other metric

Standard 3: Planning



Elements focus on:

- **Alignment** in the teaching/learning cycle
- Planning for individual student needs

Standard 4:Assessment

Elements focus on:



- Purposeful assessment practice
- **Intentional use of the results** from the assessments
- Involvement of students in the learning process through assessment and reflection
- Delivering feedback that drives learning

Standard 5: Instruction



Elements focus on:

- Use of **best practices** and **content knowledge**
- Teaching to meet individual student needs
- Student Engagement
- Use of Technology

Overall Changes



- Removed language that may be limiting to some teacher's practice
- Evaluated the appropriateness of language of “**collaborates with students**” yet worked to intentionally keep the student-centered focus
- Kept both **4c's and 21st Century Skills** as part of the evaluation but combined them into one element

The Generalist



DRAFT 2017–2018 Generalist Rubric

Side-by-Side Comparison of Changes

Crosswalk

The Educator

DRAFT 2017-2018 CITE Educator Rubric



2.6 Educator uses expertise to facilitate, and/or collaborate to implement the identification, planning for, and services of students with unique needs to ensure compliance with state and federal guidelines and individual student needs. (e.g., IDEA, ADA, ECEA, Title III, etc.)

Educator inconsistently facilitates and/or collaborates to implement the identification, planning for and services of students with unique needs to ensure compliance with state and federal guidelines and individual student needs. (e.g., IDEA ADA, ECEA, Title III, etc.)

Educator facilitates and/or collaborates to implement the identification, planning for and services of students with unique needs to ensure compliance with state and federal guidelines and individual student needs. (e.g., IDEA ADA, ECEA, Title III, etc.)

Educator consistently facilitates and/or collaborates to implement the identification, planning for and services of students with unique needs to ensure compliance with state and federal guidelines and individual student needs. (e.g., IDEA ADA, ECEA, Title III, etc.)

Educator collaborates with families and the multidisciplinary team to facilitate and/or implement the identification, planning for and services of students with unique needs to ensure compliance with state and federal guidelines and individual student needs. (e.g., IDEA ADA, ECEA, Title III, etc.)

Digital Librarian



DRAFT Digital Librarian 2017 -2018

LEAD



LEAD Updates

Remaining Rubrics



Nurses, Audiologists, Child Find: *Psychologist, Social Worker, Speech and Language Pathologist*; Counselors, IEP and Assessment Specialists, SWAAC Specialist, Behavior and Autism Specialist; Professional Learning Specialists (PLS); IB PYP and IB MYP rubrics, Technology Teacher, Teacher Librarian

**Revise only standards 4 and 5 for the 2017-2018 school year.*

Recommendations:



The CITE Focus Group respectfully asks for the Douglas County School District DAC to approve the recommended revisions to each of the presented rubrics. Additionally, we request approval of the revision of all remaining rubrics to reflect the changes in standards 4, Culture and Climate, and standard 5, Professionalism.

Rubric for Specialized Service Providers (SSPs) not attached

These rubrics will reflect *only* the changes in Standards 1 and 2 in the Generalist Rubric, as the Culture and Climate and Professionalism standards and elements are measured the same for every teacher, educator, specialized service professional in our school district.

Future projects to explore



- Evaluation Guide
- Look Fors
- Updated process guides
- Evaluation Cohort
- Tiered Training
- Updated website
- Additional resources
- Continuous Improvement of all approved models
- Deep work on the LEAD rubric



Questions?