

## CITE Generalist Compare with CITE ECE SPED Teacher

CITE 2016 - Generalist	CITE 2016 – Early Childhood Special Education Teacher
<b>Standard 1 – OUTCOMES: Teacher purposefully plans outcomes using the District GVC.</b>	<b>Standard 1 – OUTCOMES: Early Childhood Special Education Teacher purposefully plans outcomes using the District GVC.</b>
<b>1.1 Teacher purposefully plans for the integration of World Class Outcomes.</b>	<b>1.1 Early Childhood Special Education Teacher purposefully plans for the integration of World Class Outcomes.</b>
HE: Teacher collaborates with students to consistently plan for students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level.	HE: Early Childhood Special Education Teacher collaborates with students/families to consistently plan for students to access or progress toward demonstration of expertise of appropriate World Class Outcomes assigned to subject or grade level.
E: Teacher consistently plans for students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level.	E: Early Childhood Special Education Teacher consistently plans for students to access or progress toward demonstration of expertise of appropriate World Class Outcomes assigned to subject or grade level.
PE: Teacher plans for students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level.	PE: Early Childhood Special Education Teacher plans for students to access or progress toward demonstration of expertise of most appropriate World Class Outcomes assigned to subject or grade level.
I: Teacher rarely plans for students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level.	I: Early Childhood Special Education Teacher rarely plans for students to access or progress toward demonstration of expertise of appropriate World Class Outcomes assigned to subject or grade level.
<b>1.2 Teacher purposefully plans for the integration of content.</b>	<b>1.2 Early Childhood Special Education Teacher purposefully plans for the integration of content.</b>
HE: Teacher collaborates with students to consistently select content from multiple disciplines (including Literacy and Numeracy, where appropriate).	HE: Early Childhood Special Education Teacher collaborates with students/families to consistently select content (linked to IEP) from multiple disciplines (including Literacy, Numeracy, and Social Skills, where appropriate).
E: Teacher consistently selects content from multiple disciplines (including Literacy and Numeracy, where appropriate).	E: Early Childhood Special Education Teacher consistently selects content (linked to IEP) from multiple disciplines (including Literacy, Numeracy, and Social Skills, where appropriate).
PE: Teacher selects content from multiple disciplines (including Literacy and Numeracy, where appropriate).	PE: Early Childhood Special Education Teacher selects content (linked to IEP) from multiple disciplines (including Literacy, Numeracy, and Social Skills, where appropriate).

I: Teacher rarely selects content from multiple disciplines (including Literacy and Numeracy, where appropriate).	I: Early Childhood Special Education Teacher rarely selects content (linked to IEP) from multiple disciplines (including Literacy, Numeracy, and Social Skills, where appropriate).
<b>1.3 Teacher purposefully plans for the integration of the 4 Cs.</b>	<b>1.3 Early Childhood Special Education Teacher purposefully plans for the integration of the 4 Cs.</b>
HE: Teacher collaborates with students to consistently integrate the 4 Cs. (Refer to 4 Cs rubrics.)	HE: Early Childhood Special Education Teacher collaborates with students/families and multidisciplinary team to consistently integrate the 4 Cs. (Refer to the ECE 4Cs rubrics.)
E: Teacher consistently integrates the 4 Cs. (Refer to 4 Cs rubrics.)	E: Early Childhood Special Education Teacher consistently integrates the 4 Cs. (Refer to the ECE 4Cs rubrics.)
PE: Teacher integrates the 4 Cs. (Refer to 4 Cs rubrics.)	PE: Early Childhood Special Education Teacher integrates the 4 Cs. (Refer to the ECE 4Cs rubrics.)
I: Teacher rarely integrates the 4 Cs. (Refer to 4 Cs rubrics.)	I: Early Childhood Special Education Teacher rarely integrates the 4 Cs. (Refer to the ECE 4Cs rubrics.)
<b>1.4 Teacher purposefully plans for the integration of 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.</b>	<b>1.4 Early Childhood Special Education Teacher purposefully plans for the integration of 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.</b>
HE: Teacher collaborates with students to consistently integrate 21st Century Skills, where appropriate. (Refer to 21 <sup>st</sup> Century Skills rubrics.)	HE: Early Childhood Special Education Teacher collaborates with students/family and multidisciplinary team to consistently integrate 21st Century Skills, where appropriate (Refer to the ECE 21st Century Skills rubrics).
E: Teacher consistently integrates 21st Century Skills, where appropriate. (Refer to 21 <sup>st</sup> Century Skills rubrics.)	E: Early Childhood Special Education Teacher consistently integrates 21st Century Skills, where appropriate. (Refer to the ECE 21st Century Skills rubrics).
PE: Teacher integrates 21st Century Skills, where appropriate. (Refer to 21 <sup>st</sup> Century Skills rubrics.)	PE: Early Childhood Special Education Teacher integrates 21st Century Skills, where appropriate (Refer to the ECE 21st Century Skills rubrics).
I: Teacher rarely integrates 21st Century Skills, where appropriate. (Refer to 21 <sup>st</sup> Century Skills rubrics.)	I: Early Childhood Special Education Teacher rarely integrates 21st Century Skills, where appropriate. (Refer to the ECE 21st Century Skills rubrics).
<b>1.5 Teacher evaluates balanced assessment data to purposefully plan for differentiation.</b>	<b>1.5 Early Childhood Special Education Teacher evaluates balanced assessment data to purposely plan for differentiation.</b>
HE: Teacher collaborates with students, using balanced assessment data, to consistently plan for differentiation.	HE: Early Childhood Special Education Teacher collaborates with students/family and multidisciplinary team members, using balanced assessment data, to consistently plan for differentiation.
E: Teacher uses balanced assessment data to consistently plan for differentiation.	E: Early Childhood Special Education Teacher uses balanced assessment data to consistently plan for differentiation.
PE: Teacher uses balanced assessment data to plan for differentiation.	PE: Early Childhood Special Education Teacher uses balanced assessment data to plan for differentiation.

I: Teacher rarely uses balanced assessment data to plan for differentiation.	I: Early Childhood Special Education Teacher rarely uses balanced assessment data to plan for differentiation.
<b>Standard 2 – ASSESSMENT: Teacher uses a balanced assessment system that requires students to demonstrate the GVC.</b>	<b>Standard 2 – ASSESSMENT: Early Childhood Special Education Teacher uses a balanced assessment system that requires students to demonstrate the GVC.</b>
<b>2.1 Teacher develops/identifies assessments that require students to demonstrate expertise of World Class Outcomes.</b>	<b>2.1 Early Childhood Special Education Teacher develops/identifies assessments that <b>measure access to or progress toward</b> demonstration of expertise of World Class Outcomes.</b>
HE: Teacher collaborates with students to consistently develop/identify quality assessments, including performance assessments that require students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level.	HE: Early Childhood Special Education Teacher collaborates with students/family and multidisciplinary team to consistently develop/identify quality assessments, including performance assessments, <b>that measure access to or progress toward</b> demonstration of appropriate World Class Outcomes assigned to a subject or grade level.
E: Teacher consistently develops/identifies quality assessments that require students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level.	E: Early Childhood Special Education Teacher consistently develops/identifies quality assessments that measure access to or progress toward demonstration of expertise of appropriate World Class Outcomes assigned to a subject or grade level.
PE: Teacher develops/identifies assessments that require students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level.	PE: Early Childhood Special Education Teacher develops/identifies assessments that measure access to or progress toward demonstration of expertise of appropriate World Class Outcomes assigned to a subject or grade level.
I: Teacher rarely requires students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level.	I: Early Childhood Special Education Teacher rarely assesses access to or progress toward demonstration of expertise of World Class Outcomes.
<b>2.2 Teacher develops/identifies assessments that require students to demonstrate expertise of content.</b>	<b>2.2 Early Childhood Special Education Teacher develops/identifies assessments that require students to demonstrate progress toward expertise of content.</b>
HE: Teacher collaborates with students to consistently develop/identify quality assessments, including performance assessments, that require students to demonstrate expertise of content.	HE: Early Childhood Special Education Teacher collaborates with students/family and multidisciplinary team to consistently develop/identify quality assessments, including performance assessments, that require students to demonstrate access to or progress toward expertise of content <b>(linked to IEP)</b> .
E: Teacher consistently develops/identifies quality assessments that require students to demonstrate expertise of content.	E: Early Childhood Special Education Teacher consistently develops/identifies quality assessments that require students to demonstrate access to or progress toward expertise of content (linked to IEP).
PE: Teacher develops/identifies assessments that require students to demonstrate expertise of content.	PE: Early Childhood Special Education Teacher develops/identifies assessments that require students to demonstrate access to or progress toward expertise of content (linked to IEP).

I: Teacher rarely requires students to demonstrate expertise of content.	I: Early Childhood Special Education Teacher rarely requires students to demonstrate access to or progress toward expertise of content (linked to IEP).
<b>2.3 Teacher develops/identifies assessments that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).</b>	<b>2.3 Early Childhood Special Education Teacher develops/identifies assessments that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).</b>
HE: Teacher collaborates with students to consistently develop/identify quality assessments, including performance assessments, that require students to demonstrate expertise in all 4 Cs. (Refer to the 4 Cs rubrics.)	HE: Early Childhood Special Education Teacher collaborates with students/families and multidisciplinary team to consistently develop/identify quality assessments, including performance assessments, that require students to demonstrate progress in the 4 Cs. (Refer to the ECE 4Cs rubrics.)
E: Teacher consistently develops/identifies quality assessments that require students to demonstrate expertise in all 4 Cs. (Refer to the 4 Cs rubrics.)	E: Early Childhood Special Education Teacher consistently develops/identifies quality assessments that require students to demonstrate progress in the 4 Cs. (Refer to the ECE 4Cs rubrics.)
PE: Teacher develops/identifies assessments that require students to demonstrate expertise in all 4 Cs. (Refer to the 4 Cs rubrics.)	PE: Early Childhood Special Education Teacher develops/identifies assessments that require students to demonstrate progress in the 4 Cs. (Refer to the ECE 4Cs rubrics.)
I: Teacher rarely requires students to demonstrate expertise in the 4 Cs. (Refer to the 4 Cs rubrics.)	I: Early Childhood Special Education Teacher rarely requires students to demonstrate progress in the 4 Cs. (Refer to the ECE 4Cs rubrics.)
<b>2.4 Teacher develops/identifies assessments that requires students to demonstrate 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.</b>	<b>2.4 Early Childhood Special Education Teacher develops/identifies assessments that require students to demonstrate 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.</b>
HE: Teacher collaborates with students to consistently develop/identify quality assessments, including performance assessments, that require students to demonstrate expertise in 21st Century Skills, where appropriate. (Refer to 21 <sup>st</sup> Century Skills rubrics.)	HE: Early Childhood Special Education Teacher collaborates with students/family and multidisciplinary team to consistently develop/identify quality assessments, including performance assessments that require students to demonstrate progress in 21st Century Skills, where appropriate. (Refer to ECE 21 <sup>st</sup> Century Skills rubrics.)
E: Teacher consistently develops/identifies quality assessments that require students to demonstrate expertise in 21st Century Skills, where appropriate. (Refer to 21 <sup>st</sup> Century Skills rubrics.)	E: Early Childhood Special Education Teacher consistently develops/identifies quality assessments that require students to demonstrate progress in 21st Century Skills, where appropriate.
PE: Teacher develops/identifies assessments that require students to demonstrate expertise in 21st Century Skills, where appropriate. (Refer to 21 <sup>st</sup> Century Skills rubrics.)	PE: Early Childhood Special Education Teacher develops/identifies assessments that require students to demonstrate progress in 21st century skills, where appropriate. (Refer to ECE 21 <sup>st</sup> Century Skills rubrics.)

I: Teacher rarely develops/identifies assessments that require students to demonstrate expertise in 21st Century Skills, where appropriate. (Refer to 21 <sup>st</sup> Century Skills rubrics.)	I: Early Childhood Special Education Teacher rarely develops/identifies assessments that require students to demonstrate expertise in 21st Century Skills, where appropriate.
<b>2.5 Teacher uses quality formative practices/assessments to assess the GVC.</b>	<b>2.5 Early Childhood Special Education Teacher uses quality formative practices/assessments to assess the GVC.</b>
HE: Teacher collaborates with students to consistently use quality formative practices/assessments that continuously monitor student progress on the GVC:	HE: Early Childhood Special Education Teacher collaborates with students/family and multidisciplinary team to consistently use formative practices/assessments that continuously monitor student progress on the GVC (linked to IEP).
E: Teacher consistently uses quality formative practices/assessments that continuously monitor student progress on the GVC.	E: Early Childhood Special Education Teacher consistently uses quality formative practices/assessments that continuously monitor student progress on the GVC (linked to IEP).
PE: Teacher uses formative practices/assessments to monitor student progress on the GVC.	PE: Early Childhood Special Education Teacher uses formative practices/assessments that continuously monitor student progress on the GVC (linked to IEP).
I: Teacher rarely uses formative practices/assessments to monitor student progress on the GVC.	I: Early Childhood Special Education Teacher rarely uses formative practices/assessments to monitor student progress on the GVC (linked to IEP).
<b>2.6 Teacher uses quality interim assessments to assess the GVC.</b>	<b>2.6 Early Childhood Special Education Teacher uses quality interim assessments to assess the GVC.</b>
HE: Teacher collaborates with students to consistently use quality interim assessments, including performance based, that benchmark student progress on the GVC:	HE: Early Childhood Special Education Teacher collaborates with students/families and multidisciplinary team to consistently use quality interim assessments, including performance based, that continuously benchmark student progress on the GVC (linked to IEP).
E: Teacher consistently uses quality interim assessments that benchmark student progress on the GVC.	E: Early Childhood Special Education Teacher consistently uses quality interim assessments that continuously benchmark student progress on the GVC (linked to IEP).
PE: Teacher uses interim assessments that benchmark student progress on the GVC.	PE: Early Childhood Special Education Teacher uses interim assessments that benchmark student progress on the GVC (linked to IEP).
I: Teacher rarely uses interim assessments to benchmark student progress on the GVC.	I: Early Childhood Special Education Teacher rarely uses interim assessments to benchmark student progress on the GVC (linked to IEP).
<b>2.7 Teacher uses quality summative assessments to assess the GVC.</b>	<b>2.7 Early Childhood Special Education Teacher uses quality summative assessments to assess the GVC.</b>
HE: Teacher collaborates with students to consistently use quality summative assessments, including performance based, that measure student progress on the GVC.	HE: Early Childhood Special Education Teacher collaborates with students/family and multidisciplinary team to consistently use quality summative assessments, including performance based, that measure student progress on the GVC (linked to IEP).

E: Teacher consistently uses quality summative assessments that measure student progress on the GVC.	E: Early Childhood Special Education Teacher consistently uses quality summative assessments that measure student progress on the GVC (linked to IEP).
PE: Teacher uses summative assessments that measure student progress on the GVC.	PE: Early Childhood Special Education Teacher uses summative assessments that measure student progress on the GVC (linked to IEP).
I: Teacher rarely uses summative assessments to measure student progress on the GVC.	I: Early Childhood Special Education Teacher rarely uses summative assessments to measure student progress on the GVC (linked to IEP).
<b>2.8 Teacher provides students with quality feedback. (Feedback that is specific, timely, personalized and actionable.)</b>	<b>2.8 Early Childhood Special Education Teacher provides each student/family with quality feedback. (Feedback that is specific, timely, personalized, and actionable.)</b>
HE: Teacher collaborates with students to consistently provide quality feedback to students regarding their progress on the GVC.	HE: Early Childhood Special Education Teacher collaborates with students/families to consistently provide quality feedback to students regarding their progress on the GVC (linked to IEP).
E: Teacher consistently provides quality feedback to students regarding their progress on the GVC.	E: Early Childhood Special Education Teacher consistently provides quality feedback to students/families regarding their progress on the GVC (linked to IEP).
PE: Teacher provides quality feedback to students regarding their progress on the GVC.	PE: Early Childhood Special Education Teacher provides quality feedback to students/families regarding their progress on the GVC (linked to IEP).
I: Teacher provides minimal, generic, and/or non-actionable feedback to students.	I: Early Childhood Special Education Teacher provides minimal, generic, and/or non-actionable feedback to students.
<b>Standard 3 - INSTRUCTION: Teacher facilitates learning opportunities for students to demonstrate expertise of the GVC.</b>	<b>Standard 3 - INSTRUCTION: Early Childhood Special Education Teacher facilitates learning opportunities for students to access or demonstrate progress toward expertise of the GVC.</b>
<b>3.1. Teacher facilitates learning opportunities for students to demonstrate expertise of World Class Outcomes (Global, Transferrable, Sustainable, Authentic and Higher Level Blooms).</b>	<b>3.1. Early Childhood Special Education Teacher facilitates learning opportunities for students to access or demonstrate progress toward expertise of World Class Outcomes (Global, Transferrable, Sustainable, Authentic and Higher Level Blooms).</b>
HE: Teacher collaborates with students to consistently facilitate learning opportunities for students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level.	HE: Early Childhood Special Education Teacher collaborates with students/families to consistently facilitate learning opportunities for students to access or progress toward demonstration of expertise of appropriate World Class Outcomes assigned to a subject or grade level.
E: Teacher consistently implements learning opportunities for students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level.	E: Early Childhood Special Education Teacher consistently implements learning opportunities for students to access or progress toward demonstration of expertise of appropriate World Class Outcomes assigned to a subject or grade level.
PE: Teacher implements learning opportunities for students to demonstrate expertise of all World Class Outcomes	PE: Early Childhood Special Education Teacher implements learning opportunities for students to access or progress toward

assigned to subject or grade level.	demonstration of expertise of appropriate World Class Outcomes assigned to a subject or grade level.
I: Teacher rarely implements learning opportunities for students to demonstrate expertise of all World Class Outcomes assigned to subject or grade level.	I: Early Childhood Special Education Teacher rarely implements learning opportunities for students to access or progress toward demonstration of expertise of appropriate World Class Outcomes assigned to a subject or grade level.
<b>3.2 Teacher facilitates learning opportunities for students to demonstrate expertise of content.</b>	<b>3.2 Early Childhood Special Education Teacher facilitates learning opportunities for students to demonstrate expertise of content.</b>
HE: Teacher collaborates with students to consistently implement learning opportunities for students to demonstrate expertise of content.	HE: Early Childhood Special Education Teacher collaborates with students/families and multidisciplinary team to consistently implement learning opportunities for students demonstrate progress toward expertise of content (linked to IEP).
E: Teacher consistently implements learning opportunities for students to demonstrate expertise of content.	E: Early Childhood Special Education Teacher consistently implements learning opportunities for students to demonstrate progress toward expertise of content (linked to IEP).
PE: Teacher implements learning opportunities for students to demonstrate expertise of content.	PE: Early Childhood Special Education Teacher implements learning opportunities for students to demonstrate progress toward expertise of content (linked to IEP).
I: Teacher rarely implements learning opportunities for students to demonstrate expertise of content.	I: Early Childhood Special Education Teacher rarely implements learning opportunities for students to demonstrate progress toward expertise of content (linked to IEP).
<b>3.3 Teacher facilitates opportunities for students to develop and demonstrate expertise, and use the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).</b>	<b>3.3 Early Childhood Special Education Teacher facilitates opportunities for students to develop and demonstrate expertise, and use the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).</b>
HE: Teacher collaborates with students to consistently implement opportunities for students to develop and demonstrate expertise in all of the 4 Cs (Refer to the 4 Cs rubrics.)	HE: Early Childhood Special Education Teacher collaborates with students/families and multidisciplinary team to consistently implement opportunities for students to develop and demonstrate progress towards expertise in all of the 4 Cs. (Refer to the ECE 4Cs rubrics.)
E: Teacher consistently implements opportunities for students to develop and demonstrate expertise in all of the 4 Cs (Refer to the 4 Cs rubrics.)	E: Early Childhood Special Education Teacher consistently implements opportunities for students to develop and demonstrate progress towards expertise in all of the 4 Cs (Refer to the ECE 4Cs rubrics.)
PE: Teacher implements opportunities for students to develop and demonstrate expertise in all of the 4 Cs. (Refer to the 4 Cs rubrics.)	PE: Early Childhood Special Education Teacher implements opportunities for students to develop and demonstrate progress towards expertise in all of the 4 Cs (Refer to the ECE 4Cs rubrics.)
I: Teacher rarely implements opportunities for students to develop and demonstrate expertise in all of the 4 Cs (Refer to the 4 Cs rubrics.)	I: Early Childhood Special Education Teacher rarely implements opportunities for students to develop and demonstrate progress towards expertise in all of the 4 Cs (Refer to the ECE 4Cs rubrics.)

<p><b>3.4 Teacher facilitates opportunities for students to develop and demonstrate expertise in the 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.</b></p>	<p><b>3.4 Early Childhood Special Education Teacher facilitates opportunities for students to develop and demonstrate expertise in the 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.</b></p>
<p>HE: Teacher collaborates with students to consistently implement opportunities for students to develop and demonstrate expertise in 21st Century Skills, where appropriate. (Refer to 21<sup>st</sup> Century Skills rubrics.)</p>	<p>HE: Early Childhood Special Education Teacher collaborates with students/families and multidisciplinary team to consistently implement opportunities for students to develop and demonstrate <b>progress towards</b> expertise in 21st Century Skills, where appropriate. (Refer to the ECE 21st Century Skills rubrics.)</p>
<p>E: Teacher consistently implements opportunities for students to develop and demonstrate expertise in 21st Century Skills, where appropriate. (Refer to 21<sup>st</sup> Century Skills rubrics.)</p>	<p>E: Early Childhood Special Education Teacher consistently implements opportunities for students to develop and demonstrate progress towards expertise in 21st Century Skills, where appropriate. (Refer to the ECE 21st Century Skills rubrics.)</p>
<p>PE: Teacher implements opportunities for students to develop and demonstrate expertise in 21st Century Skills, where appropriate. (Refer to 21<sup>st</sup> Century Skills rubrics.)</p>	<p>PE: Early Childhood Special Education Teacher implements opportunities for students to develop and demonstrate progress towards expertise in 21st Century Skills, where appropriate. (Refer to the ECE 21st Century Skills rubrics.)</p>
<p>I: Teacher rarely implements opportunities for students to develop and demonstrate expertise in 21st Century Skills, where appropriate. (Refer to 21<sup>st</sup> Century Skills rubrics.)</p>	<p>I: Early Childhood Special Education Teacher rarely implements opportunities for students to develop and demonstrate progress towards expertise in 21st Century Skills, where appropriate. (Refer to the ECE 21st Century Skills rubrics.)</p>
<p><b>3.5 Teacher uses balanced assessment data to implement, deliver and refine learning opportunities.</b></p>	<p><b>3.5 Early Childhood Special Education Teacher uses balanced assessment data to implement, deliver and refine learning opportunities.</b></p>
<p>HE: Teacher collaborates with students to consistently review and use formative, interim, and summative data from the balanced assessment system to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate demonstration of expertise of the GVC, including off-ramps, and improve teacher practice.</p>	<p>HE: Early Childhood Special Education Teacher collaborates with students/families and multidisciplinary team to consistently review and use formative, interim, and summative data from the balanced assessment system to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate demonstration of progress towards expertise of the GVC (linked to IEP) including off-ramps, and improve Early Childhood Special Education Teacher practice.</p>
<p>E: Teacher consistently reviews and uses formative, interim, and summative data from the balanced assessment system to consistently implement personalized, sustainable learning opportunities that meet the unique learning needs of students, demonstration of expertise of the GVC, including off-ramps, and improve teacher practice.</p>	<p>E: Early Childhood Special Education Teacher consistently reviews and uses formative, interim, and summative data from the balanced assessment system to consistently implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate demonstration of progress towards expertise of the GVC (linked to IEP) including off-ramps, and improve Early Childhood Special Education Teacher practice.</p>



PE: Teacher reviews and uses formative, interim, and summative data from the balanced assessment system to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, demonstration of expertise of the GVC, including off-ramps, and improve teacher practice.	PE: Early Childhood Special Education Teacher reviews and uses formative, interim, and summative data from the balanced assessment system to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate demonstration of progress towards expertise of the GVC (linked to IEP) including off-ramps, and improve Early Childhood Special Education Teacher practice.
I: Teacher rarely reviews and uses formative, interim, and summative data from the balanced assessment system to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, demonstration of expertise of the GVC, including off-ramps, and improve teacher practice.	I: Early Childhood Special Education Teacher rarely reviews and uses formative, interim, and summative data from the balanced assessment system to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate demonstration of progress towards expertise of the GVC (linked to IEP) including off-ramps, and improve Early Childhood Special Education Teacher practice.
<b>3.6 Teacher facilitates differentiated learning opportunities for students to demonstrate expertise of the GVC.</b>	<b>3.6 Early Childhood Special Education Teacher facilitates differentiated learning opportunities for students to demonstrate expertise of the GVC.</b>
HE: Teacher collaborates with students to consistently implement differentiated learning opportunities for students to demonstrate expertise of the GVC.	HE: Early Childhood Special Education Teacher collaborates with students/families and multidisciplinary team to consistently implement differentiated learning opportunities for students to demonstrate progress toward expertise of the GVC (linked to IEP) based on the unique needs of the students.
E: Teacher consistently implements differentiated learning opportunities for students to demonstrate expertise of the GVC.	E: Early Childhood Special Education Teacher consistently implements differentiated learning opportunities for students to demonstrate progress toward expertise of the GVC (linked to IEP) based on the unique needs of the students.
PE: Teacher implements differentiated learning opportunities for students to demonstrate expertise of the GVC.	PE: Early Childhood Special Education Teacher implements differentiated learning opportunities for students to demonstrate progress toward expertise of the GVC (linked to IEP) based on the unique needs of the students.
I: Teacher rarely implements differentiated learning opportunities for students to demonstrate expertise of the GVC.	I: Early Childhood Special Education Teacher rarely implements differentiated learning opportunities for students to demonstrate progress toward expertise of the GVC (linked to IEP) based on the unique needs of the students.
<b>3.7 Teacher facilitates learning opportunities for students to utilize higher order thinking skills (evaluate and create/invent) to learn the GVC.</b>	<b>3.7 Early Childhood Special Education Teacher facilitates learning opportunities for students to utilize higher order thinking skills (evaluate and create/invent) to learn the GVC.</b>
HE: Teacher collaborates with students to consistently facilitate learning opportunities for students to utilize higher order thinking skills (evaluate and create/invent) to learn the GVC.	HE: Early Childhood Special Education Teacher collaborates with students/families and multidisciplinary team to consistently facilitate learning opportunities for students to utilize higher order thinking skills (evaluate and create/invent) to demonstrate progress toward learning the GVC (linked to IEP).
E: Teacher consistently facilitates learning opportunities for students to utilize higher order thinking skills (evaluate and	E: Early Childhood Special Education Teacher consistently facilitates learning opportunities for students to utilize higher order thinking skills (evaluate and create/invent) to demonstrate

create/invent) to learn the GVC.	progress toward learning the GVC (linked to IEP).
PE: Teacher facilitates learning opportunities for students to utilize higher order thinking skills (evaluate and create/invent) to learn the GVC.	PE: Early Childhood Special Education Teacher facilitates learning opportunities for students to utilize higher order thinking skills (evaluate and create/invent) to demonstrate progress toward learning the GVC (linked to IEP).
I: Teacher rarely facilitates learning opportunities for students to utilize higher order thinking skills (evaluate and create/invent) to learn the GVC.	I: Early Childhood Special Education Teacher rarely facilitates learning opportunities for students to utilize higher order thinking skills (evaluate and create/invent) to demonstrate progress toward learning the GVC (linked to IEP).
<b>3.8 Teacher facilitates learning opportunities that engage all students in sustainable learning opportunities through voice and choice, for students to demonstrate expertise of the GVC.</b>	<b>3.8 Early Childhood Special Education Teacher facilitates learning opportunities that engage all students in sustainable learning opportunities through voice and choice, for students to demonstrate expertise of the GVC.</b>
HE: Teacher collaborates with students to consistently create and implement challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to demonstrate expertise of the GVC.	HE: Early Childhood Special Education Teacher collaborates with students/family and multidisciplinary team to consistently create and implement challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to demonstrate progress towards expertise of the GVC (linked to IEP).
E: Teacher consistently creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to demonstrate expertise of the GVC.	E: Early Childhood Special Education Teacher consistently creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to demonstrate progress toward expertise of the GVC (linked to IEP).
PE: Teacher creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to demonstrate expertise of the GVC.	PE: Early Childhood Special Education Teacher creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to demonstrate progress toward expertise of the GVC (linked to IEP).
I: Teacher rarely creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to demonstrate expertise of the GVC.	I: Early Childhood Special Education Teacher rarely creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to demonstrate progress toward expertise of the GVC (linked to IEP).
<b>3.9 Teacher facilitates learning opportunities for all students to use World Class Tools to demonstrate expertise of the GVC.</b>	<b>3.9 Early Childhood Special Education Teacher facilitates learning opportunities for all students to use World Class Tools to demonstrate progress toward expertise of the GVC.</b>
HE: Teacher collaborates with students to consistently create and implement learning experiences that utilize technology to demonstrate expertise of the GVC.	HE: Early Childhood Special Education Teacher collaborates with students/family and multidisciplinary team to consistently create and implement learning experiences that utilize technology to demonstrate progress toward expertise of the GVC (linked to IEP).
E: Teacher consistently creates and implements learning experiences that utilize technology to demonstrate expertise	E: Early Childhood Special Education Teacher consistently creates and implements learning experiences that utilize

of the GVC.	technology to demonstrate progress toward expertise of the GVC (linked to IEP).
PE: Teacher creates and implements learning experiences that utilize technology to demonstrate expertise of the GVC.	PE: Early Childhood Special Education Teacher creates and implements learning experiences that utilize technology to demonstrate progress toward expertise of the GVC (linked to IEP).
I: Teacher rarely creates and implements learning experiences that utilize technology to demonstrate expertise of the GVC.	I: Early Childhood Special Education Teacher rarely creates and implements learning experiences that utilize technology to demonstrate progress toward expertise of the GVC (linked to IEP).
<b>Standard 4 – CULTURE &amp; CLIMATE: Teacher models and collaborates with students to create a respectful and restorative culture and climate.</b>	<b>Standard 4 – CULTURE &amp; CLIMATE: Early Childhood Special Education Teacher models and collaborates with students to create a respectful and restorative culture and climate.</b>
<b>4.1 Teacher creates an environment that is inclusive and safe.</b>	<b>4.1 Early Childhood Special Education Teacher creates an environment that is inclusive and safe.</b>
HE: Teacher collaborates with students to create and consistently foster a classroom environment that is physically and psychologically safe for all students.	HE: Early Childhood Special Education Teacher collaborates with students to create and consistently foster a classroom environment that is physically and psychologically safe <b>for all students.</b>
E: Teacher creates and fosters an environment that is physically and psychologically safe for all students.	E: Early Childhood Special Education Teacher creates and fosters an environment that is physically and psychologically safe <b>for all students.</b>
PE: Teacher presents rules to achieve a classroom environment that is physically and psychologically safe for all students.	PE: Early Childhood Special Education Teacher presents rules to achieve a classroom environment that is physically and psychologically safe <b>for all students.</b>
I: The classroom is not physically and/or psychologically safe for all students.	I: The classroom is not physically and/or psychologically safe <b>for all students.</b>
<b>4.2 Teacher facilitates opportunities for students to construct, understand, and practice a restorative classroom environment.</b>	<b>4.2 Early Childhood Special Education Teacher facilitates opportunities for students to construct, understand, and practice a restorative classroom environment.</b>
HE: Teacher collaborates with students to form and maintain a restorative classroom community. Teacher facilitates positive opportunities for all students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed.	HE: Early Childhood Special Education Teacher collaborates with students to form and maintain a restorative classroom community. Early Childhood Special Education Teacher facilitates positive opportunities for all students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed.
E: Teacher creates and facilitates the opportunity for students to develop a restorative classroom community. Teacher facilitates positive opportunities for students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior and restore	E: Early Childhood Special Education Teacher creates and facilitates the opportunity for students to develop a restorative classroom community. Early Childhood Special Education Teacher facilitates positive opportunities for students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior and restore relationships when they have

relationships when they have been harmed.	been harmed.
PE: Teacher provides opportunity for students to give input into classroom rules. Teacher treats all students in a fair and equitable manner.	PE: Early Childhood Special Education Teacher provides opportunity for students to give input into classroom rules. Early Childhood Special Education Teacher treats all students in a fair and equitable manner.
I: Teacher posts class rules where they are readily available to all students and rules are not uniformly applied to all students.	I: Early Childhood Special Education Teacher posts class rules where they are readily available to all students and rules are not uniformly applied to all students.
<b>4.3 Teacher establishes an environment that values student differences, facilitates opportunities for students to explore and respect different points of view and honors diversity.</b>	<b>4.3 Early Childhood Special Education Teacher establishes an environment that values student differences, facilitates opportunities for students to explore and respect different points of view and honors diversity.</b>
HE: Teacher collaborates with students to facilitate an environment where students express different points of view in a safe and respectful environment.	HE: Early Childhood Special Education Teacher collaborates with students to facilitate an environment where students express different points of view in a safe and respectful environment.
E: Teacher creates and facilitates an environment where students express different points of view in a safe and respectful environment.	E: Early Childhood Special Education Teacher facilitates an environment where students express different points of view in a safe and respectful environment.
PE: Teacher promotes an environment where some students feel safe to express different points of view.	PE: Early Childhood Special Education Teacher promotes an environment where some students feel safe to express different points of view.
I: Teacher establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.	I: Early Childhood Special Education Teacher establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
<b>4.4 Teacher models and establishes positive relationships with all students.</b>	<b>4.4 Early Childhood Special Education Teacher models and establishes positive relationships with all students.</b>
HE: Teacher builds positive relationships and respectfully interacts with every student as an individual and differentiates their interactions based on their knowledge of each student, inside and outside the classroom.	HE: Early Childhood Special Education Teacher builds positive relationships and respectfully interacts with every student as an individual and differentiates their interactions based on their knowledge of each student, inside and outside the classroom.
E: Teacher builds positive relationships and respectfully interacts with all students, inside and outside the classroom.	E: Early Childhood Special Education Teacher builds positive relationships and respectfully interacts with all students inside and outside the classroom.
PE: Teacher respectfully interacts with all students.	PE: Early Childhood Special Education Teacher respectfully interacts with all students.
I: Teacher does not promote a respectful classroom environment.	I: Early Childhood Special Education Teacher does not promote a respectful classroom environment.
<b>Standard 5 – PROFESSIONALISM: Teacher demonstrates professional growth and development, leadership, and</b>	<b>Standard 5 – PROFESSIONALISM: Early Childhood Special Education Teacher demonstrates professional growth and</b>

<b>professionalism.</b>	<b>development, leadership, and professionalism.</b>
<b>5.1 Teacher works collaboratively with colleagues for the benefit of students.</b>	<b>5.1 Early Childhood Special Education Teacher works collaboratively with colleagues for the benefit of students.</b>
HE: Teacher creates/leads collaborative teams that include all colleagues who support students to provide high quality, integrated wrap-around support. Teacher works with school teams/administration to provide enriched opportunities for students.	HE: Early Childhood Special Education Teacher creates/leads collaborative teams that include all colleagues who support students to provide high quality, integrated wrap-around support. Early Childhood Special Education Teacher works with school teams/administration to provide enriched opportunities for students.
E: Teacher participates on collaborative teams that include all colleagues who support students to provide high quality, integrated wrap-around support. Teacher works with school teams/administration to provide enriched opportunities for students.	E: Early Childhood Special Education Teacher participates on collaborative teams that include all colleagues who support students to provide high quality, integrated wrap-around support. Early Childhood Special Education Teacher works with school teams/administration to provide enriched opportunities for students.
PE: Teacher participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.	PE: Early Childhood Special Education Teacher participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: Teacher participates as required, and collaboration with colleagues is limited to cordial relationships.	I: Early Childhood Special Education Teacher participates as required, and collaboration with colleagues is limited to cordial relationships.
<b>5.2 Teacher creates a professional growth plan that is aligned to growth areas identified through Balanced Assessment System, teacher evaluation, World Class Education Targets, and/or Professional Pathway goals.</b>	<b>5.2 Early Childhood Special Education Teacher creates a professional growth plan that is aligned to growth areas identified through Balanced Assessment System, teacher evaluation, World Class Education Targets, and/or Professional Pathway goals.</b>
HE: Teacher creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, Professional Pathways, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.	HE: Early Childhood Special Education Teacher creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, Professional Pathways, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
E: Teacher creates a professional growth plan based on prioritized needs identified in CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.	E: Early Childhood Special Education Teacher creates a professional growth plan based on prioritized needs identified in CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
PE: Teacher creates a professional growth plan aimed at acquiring new skills to improve learning that is related to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.	PE: Early Childhood Special Education Teacher creates a professional growth plan aimed at acquiring new skills to improve learning that is related to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
I: Teacher creates a professional growth plan unrelated to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning	I: Early Childhood Special Education Teacher creates a professional growth plan unrelated to CITE, the school UIP, and school goals that are aligned to the district strategic plan –

progression.	specifically, the DCSD learning progression.
<b>5.3 Teacher demonstrates application of professional learning to practice.</b>	<b>5.3 Early Childhood Special Education Teacher demonstrates application of professional learning to practice.</b>
HE: Teacher engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues to improve teaching practice, and successfully implements and measures impact of all professional development in classroom practice.	HE: Early Childhood Special Education Teacher engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues to improve teaching practice, and successfully implements and measures impact of all professional development in classroom practice.
E: Teacher engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues, and implements professional development in classroom practice.	E: Early Childhood Special Education Teacher engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues, and implements professional development in classroom practice.
PE: Teacher implements new knowledge or skills learned through professional development.	PE: Early Childhood Special Education Teacher implements new knowledge or skills learned through professional development.
I: Teacher participates in professional development. Teacher implements professional development to professional practice on a limited basis.	I: Early Childhood Special Education Teacher participates in professional development. Teacher implements professional development to professional practice on a limited basis.
<b>5.4 Teacher differentiates communication with families based on the individual needs of the student.</b>	<b>5.4 Early Childhood Special Education Teacher differentiates communication with families based on the individual needs of the student.</b>
HE: Teacher fosters an open relationship with families, differentiates communication using a variety of methods, formats, and timelines, and maximizes the home/school connection by coordinating information and resources to and from families and advocates for students in order to help students demonstrate expertise of World Class Outcomes.	HE: Early Childhood Special Education Teacher fosters an open relationship with families, differentiates communication using a variety of methods, formats, and timelines, and maximizes the home/school connection by coordinating information and resources to and from families and advocates for students in order to help students demonstrate progress toward expertise of World Class Outcomes.
E: Teacher differentiates communication using a variety of methods, formats, and timelines, and provides information and resources to families and advocates for students in order to help students demonstrate expertise of World Class Outcomes.	E: Early Childhood Special Education Teacher differentiates communication using a variety of methods, formats, and timelines, and provides information and resources to families and advocates for students in order to help students demonstrate progress toward expertise of World Class Outcomes.
PE: Teacher differentiates communication with families to help students meet education goals.	PE: Early Childhood Special Education Teacher differentiates communication with families to help students meet education goals.
I: Teacher rarely communicates with families regarding student progress and educational goals as required.	I: Early Childhood Special Education Teacher rarely communicates with families regarding student progress and educational goals as required.
<b>5.5 Teacher demonstrates professional and ethical conduct including following all laws,</b>	<b>5.5 Early Childhood Special Education Teacher demonstrates professional and ethical conduct including following all laws, district policies and</b>

<b>district policies and school procedures.</b>	<b>school procedures.</b>
HE: Teacher leads and models professional behavior within the building and throughout the district and community.	HE: Early Childhood Special Education Teacher leads and models professional behavior within the building and throughout the district and community.
E: Teacher demonstrates professional behavior in meeting all expectations, both legal and school/district.	E: Early Childhood Special Education Teacher demonstrates professional behavior in meeting all expectations, both legal and school/district.
PE: Teacher is compliant with legal and school/district expectations.	PE: Early Childhood Special Education Teacher is compliant with legal and school/district expectations.
I: Teacher does not meet legal and school/district expectations.	I: Early Childhood Special Education Teacher does not meet legal and school/district expectations.