

2015 CITE
Teacher of the Visually Impaired (TVI)

Standard 1 OUTCOMES: Teacher of the Visually Impaired (TVI) purposefully plans outcomes using the District GVC as identified in stage 1 of backward planning.
1.1 TVI purposefully plans for the integration of World Class Outcomes (WCOs) related to Expanded Core Curriculum (ECC) in stage 1 of backward planning.
HE: TVI collaborates with students and multidisciplinary team to consistently plan for students to access or progress toward mastery of all WCOs related to ECC that are integrated in stage 1 of backward planning.
E: TVI consistently plans for students to to access or progress toward mastery of all WCOs related to ECC that are integrated in stage 1 of backward planning.
PE: TVI plans for students to to access or progress toward mastery of most WCOs related to ECC that are integrated in stage 1 of backward planning.
I: TVI rarely plans for students to to access or progress toward mastery of WCOs related to ECC that are integrated in stage 1 of backward planning.
1.2 TVI purposefully plans for the Integration of content based on the ECC in stage 1 of backward planning.
HE: TVI collaborates with students and multidisciplinary team to consistently select content (linked to IEP) from multiple disciplines,(including literacy and numeracy, where appropriate,) based on ECC that is naturally integrated in stage 1 of backward planning.
E: TVI consistently selects content (linked to IEP) from multiple disciplines,(including literacy and numeracy, where appropriate,) based on ECC that is naturally integrated in stage 1 of backward planning.
PE: TVI selects content (linked to IEP) from multiple disciplines,(including literacy and numeracy, where appropriate,) based on ECC that is naturally integrated in stage 1 of backward planning.
I: TVI rarely selects content (linked to IEP) from multiple disciplines,(including literacy and numeracy, where appropriate,) based on ECC that is naturally integrated in stage 1 of backward planning.
1.3 TVI purposefully plans for the integration of the 4 C's in stage 1 of backward planning.
HE: TVI collaborates with students and multidisciplinary team to consistently integrate the 4 C's in stage 1 of backward planning, as identified in the 4 C's rubrics.
E: TVI consistently integrates the 4 C's in stage 1 of backward planning, as identified in the 4 C's rubrics.
PE: TVI integrates the 4 C's in stage 1 of backward planning, as identified in the 4 C's rubrics.
I: TVI rarely integrates the 4 C's in stage 1 of backward planning as identified in the 4 C's rubrics.

1.4 TVI purposefully plans for the integration of 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) in stage 1 of backward planning, where appropriate..

HE: TVI collaborates with students and multidisciplinary team to consistently integrate 21st century skills in stage 1 of backward planning, where appropriate.

E: TVI consistently integrates 21st century skills during stage 1 of backward planning, where appropriate.

PE: TVI integrates 21st century skills in stage 1 of backward planning, where appropriate.

I: TVI rarely integrates 21st century skills in stage 1 of backward planning, where appropriate.

1.5 TVI evaluates balanced assessment data related to ECC assessment data to purposefully plan for differentiation in stage 1 of backward planning.

HE: TVI collaborates with multidisciplinary team using balanced assessment data to consistently plan for differentiation in stage 1 of backward planning.

E: TVI uses balanced assessment data to consistently plan for differentiation in stage 1 of backward planning.

PE: TVI uses balanced assessment data plan for differentiation in stage 1 of backward planning.

I: TVI rarely uses balanced assessment data to plan for differentiation in stage 1 of backward planning.

Standard 2 – ASSESSMENT: Teacher of the Visually Impaired (TVI) uses a balanced assessment system that requires students to demonstrate the GVC as identified in stage 1 of backward planning.

2.1 TVI develops/identifies assessments that measure students access to or progress toward mastery of World Class Outcomes as identified in stage 1 of backward planning.

HE: TVI collaborates with students, and multi-disciplinary team to consistently develop/identify performance assessments that measure students access to or progress toward mastery of all World Class Outcomes as identified in stage 1 of backward planning.

E: TVI consistently develops/identifies quality assessments that measure students access to or progress toward mastery of all World Class Outcomes as identified in stage 1 of backward planning.

PE: TVI develops/identifies assessments that measure students access to or progress toward mastery of most World Class Outcomes as identified in stage 1 of backward planning.

I: TVI rarely develops/initiates assessments that measure students access to or progress toward mastery of World Class Outcomes as identified in stage 1 of backward planning.

2.2 TVI develops/identifies assessments that require students to demonstrate mastery of content as related to the ECC as identified in stage 1 of backward planning.

HE: TVI collaborates with students and multi-disciplinary team to consistently develop/identify performance assessments that require students demonstrate mastery of content (linked to IEP) as related to the ECC as identified in stage 1 of backward planning.

E: TVI consistently develops/identifies quality assessments that require students demonstrate mastery of content (linked to IEP) as related to the ECC as identified in stage 1 of backward planning.
PE: TVI develops/identifies assessments that require students demonstrate mastery of content (linked to IEP) as related to the ECC as identified in stage 1 of backward planning.
I: TVI rarely assesses student mastery of content as related to the ECC as identified in stage 1 of backward planning.
2.3 TVI develops/identifies assessments/tasks that require students to demonstrate the 4Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 of backward planning.
HE: TVI collaborates with students and multidisciplinary team to consistently develop/identify performance assessments that require students to demonstrate expertise in all 4 Cs as identified in stage 1 of backward planning, as aligned with the 4 Cs rubrics.
E: TVI consistently develops/identifies quality assessments that require students to demonstrate expertise in all 4 Cs as identified in stage 1 of backward planning, as aligned with the 4 Cs rubrics.
PE: TVI develops/identifies assessments that require students to demonstrate expertise in 4 Cs as identified in stage 1 of backward planning, as aligned with the 4 Cs rubrics.
I: TVI rarely requires students to demonstrate expertise in the 4 Cs as identified in stage 1 of backward planning, as aligned with the 4 Cs rubrics.
2.4 TVI develops/identifies assessments that require students to demonstrate the 21st century skills (financial literacy, global awareness, problem-solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.
HE: TVI collaborates with students and multi-disciplinary team to consistently develop/identify performance assessments that require students to demonstrate expertise in 21 st century skills as identified in stage 1 of backward planning, where appropriate.
E: TVI consistently develops/identifies quality assessments that require students to demonstrate expertise in 21 st century skills as identified in stage 1 of backward planning, where appropriate.
PE: TVI develops/identifies assessments that require students to demonstrate expertise in 21 st century skills as identified in stage 1 of backward planning, where appropriate.
I: TVI rarely develops/initiates assessments that require students to demonstrate expertise in 21 st century skills as identified in stage 1 of backward planning, where appropriate.
2.5 TVI uses quality formative assessments to assess the GVC.
HE: TVI collaborates with students and multidisciplinary team to consistently use performance based formative assessments, that continuously monitor student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
E: TVI consistently uses quality formative assessments that continuously monitor student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.

PE: TVI uses formative assessments that continuously monitor student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.

I: TVI rarely uses formative assessments to monitor student progress on the GVC as identified in stage 1 of backward planning.

2.6 TVI uses quality interim assessments to assess the GVC.

HE: TVI collaborates with students and multidisciplinary team to consistently use performance based interim assessments that benchmark student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning

E: TVI consistently uses quality interim assessments that benchmark student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.

PE: TVI uses interim assessments that benchmark student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.

I: TVI rarely uses interim assessments that benchmark student progress on the GVC as identified in stage 1 of backward planning.

2.7 TVI uses quality summative assessments to assess the GVC.

HE: TVI collaborates with students and multidisciplinary team to consistently use performance based summative assessments that measure student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning

E: TVI consistently uses quality summative assessments that measure student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.

PE: TVI uses summative assessments that measure student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.

I: TVI rarely uses summative assessments to measure student progress on the GVC as identified in stage 1 of backward planning.

2.8 TVI provides each student with specific, timely, and personalized feedback.

HE: TVI collaborates with students and multidisciplinary team to consistently provide actionable feedback to students regarding their progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.

E: TVI consistently provides actionable feedback to students regarding their progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.

PE: TVI provides actionable feedback to students regarding their progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.

I: TVI provides minimal, generic, and/or non-actionable feedback to students as identified in stage 1 of backward planning.

Standard 3 INSTRUCTION: Teacher of Visually Impaired (TVI) collaborates to facilitate access for learning opportunities for students to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.

3.1 TVI facilitates student access to and progress toward mastery of World Class Outcomes (Global, Transferrable, Sustainable, Authentic and Higher Level Blooms) as identified in Stage 1 and assessed in Stage 2 of backward planning.

HE: TVI collaborates with students, and multidisciplinary team to consistently implement opportunities for students to access and progress toward mastery of World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
E: TVI consistently implements opportunities for students to access and progress toward mastery of World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
PE: TVI implements opportunities for students to access and progress toward mastery of World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
I: TVI rarely implements opportunities for students to access and progress toward mastery of World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
3.2 TVI demonstrates content-area expertise in the Expanded Core Curriculum while facilitating student mastery of content as identified in stage 1 and assessed in stage 2 of backward planning.
HE: TVI collaborates with students and consistently demonstrates content-area expertise regarding the implementation of the Expanded Core Curriculum while facilitating student mastery of the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
E: TVI consistently demonstrates content-area expertise regarding the implementation of the Expanded Core Curriculum while facilitating student mastery of the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
PE: TVI implements content-area expertise regarding the implementation of the Expanded Core Curriculum while facilitating student mastery of the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
I: TVI rarely demonstrates content-area knowledge regarding the implementation of the Expanded Core Curriculum while facilitating student mastery of the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
3.3 TVI facilitates opportunities for students to develop, demonstrate expertise and use the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 and assessed in stage 2 of backward planning.
HE: TVI collaborates with students and multidisciplinary team to consistently implement opportunities for students to develop and demonstrate expertise in all of the 4 C's as articulated in the 4 C's rubric, and as identified in stage 1 and assessed in stage 2 of backward planning.
E: TVI consistently implements opportunities for students to develop and demonstrate expertise in all of the 4 C's as articulated in the 4 C's rubric, and as identified in stage 1 and assessed in stage 2 of backward planning.

PE: TVI implements opportunities for students to develop and demonstrate expertise in all of the 4 C's as articulated in the 4 C's rubric, and as identified in stage 1 and assessed in stage 2 of backward planning.

I: TVI rarely implements opportunities for students to develop and demonstrate expertise in all of the 4 C's as articulated in the 4 C's rubric, and as identified in stage 1 and assessed in stage 2 of backward planning.

3.4 TVI 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.

HE: TVI collaborates with students and multidisciplinary team to consistently implement opportunities for students to develop and demonstrate expertise in 21st century skills, defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning, where appropriate.

E: TVI consistently implements opportunities for students to develop and demonstrate expertise in 21st century skills, defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning, where appropriate.

PE: TVI implements opportunities for students to develop and demonstrate expertise in 21st century skills, defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning, where appropriate.

I: TVI rarely implements opportunities for students to develop and demonstrate expertise in 21st century skills, defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning, where appropriate.

3.5 TVI uses balanced assessment data to implement, deliver and refine learning opportunities.

HE: TVI collaborates with students and multidisciplinary team to consistently review and use summative, formative and interim data (BAS) to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate mastery of the GVC (Linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning and improve TVI practice.

E: TVI consistently reviews and uses summative, formative and interim data (BAS) to consistently implement personalized, sustainable learning opportunities that meet the unique learning needs of VI students, better facilitate mastery of the GVC (Linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning and improve TVI practice.

PE: TVI reviews and uses summative, formative and interim data (BAS) to consistently implement personalized, sustainable learning opportunities that meet the unique learning needs of VI students, better facilitate mastery of the GVC (Linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning and improve TVI practice.

I: TVI rarely reviews and uses summative, formative and interim data (BAS) to consistently implement personalized, sustainable learning opportunities that meet the unique learning needs of VI students, better facilitate mastery of the GVC (Linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning and improve TVI practice.

3.6 TVI facilitates differentiated learning opportunities for students to master GVC as identified in stage 1 and assessed in stage 2 of backward planning.

HE: TVI collaborates with students and multidisciplinary team to consistently implement differentiated opportunities for students to develop mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.

E: TVI consistently implements differentiated opportunities for students to develop mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.

PE: TVI implements differentiated opportunities for students to develop mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.

I: TVI rarely implements differentiated opportunities for students to develop mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.

3.7 TVI facilitates learning opportunities that empower students to progress toward and learn to use higher order thinking skills (analyze, evaluate, and create/invent) to learn the GVC as identified in stage 1 and assessed in stage 2 to create sustainable learning.

HE: TVI collaborates with students and multidisciplinary team to consistently create and implement sustainable learning opportunities to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning. All learning opportunities empower students to progress toward and learn through the top tiers of Bloom's Taxonomy (analyze, evaluate, create/invent) and are cognitively complex.

E: TVI consistently creates and implements sustainable learning opportunities to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning. Learning opportunities consistently empower students to progress toward and learn through top tiers of Bloom's Taxonomy (analyze, evaluate, create/invent) and are cognitively complex.

PE: TVI creates and implements sustainable learning opportunities to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning. Learning opportunities empower students to progress toward and learn through the top tiers of Bloom's Taxonomy (analyze, evaluate, create/invent) and are cognitively complex.

I: TVI rarely creates and implements sustainable learning opportunities to master the GVC identified in stage 1 and assessed in stage 2 of backward planning. Learning opportunities rarely empower students to progress toward and learn through the top tiers of Bloom's Taxonomy (analyze, evaluate, create/invent) and are rarely cognitively complex.

3.8 TVI facilitates learning opportunities that engage all students in sustainable learning opportunities through voice and choice, for students to master the GVC identified in stage 1 and assessed in stage 2 of backward planning.

HE: TVI collaborates with students and multidisciplinary team to consistently create and implement challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.

E: TVI consistently creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.

PE: TVI creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.

I: TVI rarely creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to master the GVC identified in stage 1 and assessed in stage 2 of backward planning.

3.9 TVI facilitates learning opportunities for all students to use World Class Tools to master the GVC.

HE: TVI collaborates with students and multidisciplinary team to consistently create and implement learning experiences that utilize technology to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.

E: TVI consistently creates and implements learning experiences that utilize technology to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.

PE: TVI creates and implements learning experiences that utilize technology to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.

I: TVI rarely creates and implements learning experiences that utilize technology to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.

Standard 4 – Culture & Climate: Teacher of the Visually Impaired (TVI) models and collaborates with students and multidisciplinary team to create a respectful and restorative culture and climate.

4.1 TVI models and collaborates with students and multidisciplinary team to create an environment that is safe.

HE: TVI collaborates with students and multidisciplinary team to construct and maintain a learning environment that is both physically and emotionally safe for all students.

E: TVI facilitates an environment that is both physically and emotionally safe for all students.

PE: TVI presents rules to achieve a learning environment that is physically and emotionally safe.

I: The learning environment is not physically and/or emotionally safe.

4.2 TVI facilitates opportunities for students to construct, understand, and practice a restorative learning environment.

HE: TVI collaborates with students and multidisciplinary team to form and maintain a restorative learning environment. TVI 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 been harmed.

E: TVI facilitates the opportunity for students to develop a restorative learning environment. TVI 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 been harmed.

PE: TVI provides the opportunity for students to give input into rules in their learning environment. TVI 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.

4.3 TVI establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.

HE: TVI collaborates with students and multidisciplinary team to facilitate an environment where students express different points of view in a safe and respectful environment.

E: TVI facilitates an environment where students express different points of view in a safe and respectful environment.

PE: TVI promotes an environment where students feel safe to express different points of view.

I: TVI establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.

4.4 TVI models and establishes positive relationships with all students.

HE: TVI 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: TVI respectfully interacts with all students.

PE: TVI creates a learning environment that encourages and builds positive relationships with most students

I: TVI creates a learning environment where students are directed to interact respectfully.

Standard 5 PROFESSIONALISM: Teacher of the Visually Impaired (TVI) demonstrates professional growth and development, leadership, and professionalism.

5.1 TVI works collaboratively with colleagues for the benefit of students.

HE: TVI creates/leads collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap around support. TVI works with school teams/administration to provide enriched opportunities for students.

E: TVI participates on collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap around support. TVI works with school teams/administration to provide enriched opportunities for students.

PE: TVI participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.

I: TVI participates as required, and collaboration with colleagues is limited to cordial relationships.

5.2 TVI creates a professional growth plan that is aligned to growth areas identified through Balanced Assessment System, TVI evaluation, World Class Education Targets, and/or Professional Pathway goals.

HE: TVI creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, Professional Pathways, department UIP, and department goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.

E: TVI creates a professional growth plan based on prioritized needs identified in CITE, department UIP, and department goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.

PE: TVI creates a professional growth plan aimed at acquiring new skills to improve learning that is related to CITE, department UIP, and department goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.

I: TVI creates a professional growth plan unrelated to CITE, department UIP, and department goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.

5.3 TVI demonstrates application of professional learning to practice.

HE: TVI 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: TVI 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: TVI implements new knowledge or skills learned through professional development.

I: TVI participates in low-level or limited professional development. TVI links professional development to professional practice on a limited basis.

5.4 TVI differentiates communication with stakeholders based on the individual needs of the student and stakeholder.

HE: TVI fosters an open relationship with stakeholders and differentiates communication using a variety of methods, formats, and timelines. This includes informing staff regarding the impact of student needs and accommodations and recommendations and resources for families to help students access and progress toward the mastery of IEP goals aligned with World Class Outcomes.

E: TVI differentiates communication using a variety of methods, formats, and timelines and provides information and resources to stakeholders. This includes informing staff regarding the impact of student needs and accommodations and recommendations and resources for families to help students access and progress toward the mastery of IEP goals aligned to World Class Outcomes.

PE: TVI differentiates communication with families to help students master IEP goals aligned with World Class Outcomes.

I: TVI communicates with families regarding student progress and educational goals.

5.5 TVI demonstrates professional and ethical conduct including following all laws, district policies and procedures.

HE: TVI leads and models professional behavior within the building and throughout the district and community.

E: TVI demonstrates professional behavior in meeting all expectations, both legal and school/district.

PE: TVI is compliant with legal and school/district expectations.

I: TVI does not meet legal and school/district expectations.