

2015 CITE Assistive Technology Specialist-SWAAAC

Standard 1 – OUTCOMES: Assistive Technology Specialist (ATS) purposefully plans assistive technology to support access to the District GVC in stage 1 of backward planning.
1.1 ATS purposefully plans assistive technology services for the integration of World Class Outcomes in stage 1 of backwards planning.
HE: ATS collaborates with students and stakeholders to consistently plan assistive technology services for students to access all World Class Outcomes in stage 1 of backward planning.
E: ATS consistently plans assistive technology services for students to access all World Class Outcomes in stage 1 of backward planning.
PE: ATS plans assistive technology services for students to access most World Class Outcomes in stage 1 of backward planning.
I: ATS rarely plans assistive technology services for students access World Class Outcome in stage 1 of backward planning.
1.2 ATS collaborates to purposefully plan for assistive technology services for the integration of content in stage 1 of backward planning.
HE: ATS collaborates with students and stakeholders to consistently plan for assistive technology services for students to access content (linked to IEP, 504, or other identified needs) from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
E: ATS consistently plans for assistive technology services for students to access content (linked to IEP, 504, or other identified needs) from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
PE: ATS plans for assistive technology services for students to access content (linked to IEP, 504, or other identified needs) from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
I: ATS rarely plans for assistive technology services for students to to access content from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
1.3 ATS collaborates to purposefully plan for assistive technology services for the integration of the 4 Cs in stage 1 of backward planning.
HE: ATS collaborates with students and stakeholders to consistently integrate the 4 Cs for assistive technology services in stage 1 of backward planning, as identified in the 4 Cs rubrics.
E: ATS consistently integrates the 4 Cs for assistive technology services in stage 1 of backward planning, as identified in the 4 Cs rubrics.
PE: ATS integrates the 4 Cs for assistive technology services in stage 1 of backward planning, as identified in the 4 Cs rubrics.
I: ATS rarely integrates the 4 Cs for assistive technology services in stage 1 of backward planning, as identified in the 4 Cs rubrics.
1.4 ATS collaborates to purposefully plans for assistive technology services 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: ATS collaborates with students and stakeholders regarding assistive technology services to consistently integrate 21st century skills in stage 1 of backward planning, where appropriate.
E: ATS consistently integrates 21st century skills for assistive technology services in stage 1 of backward planning, where appropriate.
PE: ATS integrates 21st century skills for assistive technology services in stage 1 of backward planning, where appropriate.
I: ATS rarely integrates 21st century skills for assistive technology services in stage 1 of backward planning, where appropriate.
1.5 ATS collaboratively evaluates balanced assessment data to purposefully plan for differentiation of assistive technology services in stage 1 of backward planning.
HE: ATS collaborates with students and stakeholders, using balanced assessment data, to consistently plan for differentiation of assistive technology services in stage 1 of backward planning.
E: ATS uses balanced assessment data to consistently plan for differentiation of assistive technology services in stage 1 of backward planning.
PE: ATS uses balanced assessment data to plan for differentiation of assistive technology services in stage 1 of backward planning.
I: ATS rarely uses balanced assessment data to plan for differentiation of assistive technology services in stage 1 of backward planning.
Standard 2- ASSESSMENT: Assistive Technology Specialist (ATS) uses balanced assessments that inform practice and decision making for assistive technology educational programming and to promote access and progress toward the mastery of the GVC as identified in stage 1 of backward planning.

2.1 ATS develops/identifies assessments that monitor assistive technology services that allow students to access World Class Outcomes as identified in stage 1 of backward planning.

HE: ATS collaborates with stakeholders (students and/or families and/or teachers and/or private providers) to consistently develops/identifies performance assessments that monitor assistive technology services that measure student access to World Class Outcomes as identified in stage 1 of backward planning.

E: ATS consistently develops/identifies quality assessments that monitor assistive technology services that measure student access to World Class Outcomes as identified in stage 1 of backward planning.

PE: ATS develops/identifies assessments that monitor assistive technology services that measure student access to World Class Outcomes as identified in stage 1 of backward planning.

I: ATS rarely develops/identifies assessments that monitor assistive technology services that measure student access to World Class Outcomes as identified in stage 1 of backward planning.

2.2 ATS develops/identifies assessments to make recommendations for assistive technology accommodations for student access to content as identified in stage 1 of backward planning.

HE: ATS collaborates with students and stakeholders to consistently develop/identify recommendations for assistive technology service accommodations for student access to content as identified in stage 1 of backward planning.

E: ATS consistently develops/identifies recommendations for assistive technology service accommodations for student access to content as identified in stage 1 of backward planning.

PE: ATS develops/identifies recommendations for assistive technology service accommodations for student access to content as identified in stage 1 of backward planning.

I: ATS rarely develops/identifies recommendations for assistive technology service accommodations for student access to content as identified in stage 1 of backward planning.

2.3 ATS develops/identifies assessments for assistive technology services that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 of backward planning.

HE: ATS collaborates with students and stakeholders to consistently develop/identify performance assessments for assistive technology services that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 of backward planning.

E: ATS consistently develops/identifies performance assessments for assistive technology services that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 of backward planning.

PE: ATS develops/identifies performance assessments for assistive technology services that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 of backward planning.

I: ATS rarely develops/identifies performance assessments for assistive technology services that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 of backward planning.

2.4 ATS develops/identifies assessments for assistive technology services 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 as identified in stage 1 of backward planning.

HE: ATS collaborates with students and stakeholders to consistently develop/identify assessments for assistive technology services 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 as identified in stage 1 of backward planning.

E: ATS consistently develops/identifies assessments for assistive technology services 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 as identified in stage 1 of backward planning.

PE: ATS develops/identifies assessments for assistive technology services 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 as identified in stage 1 of backward planning.

I: ATS rarely develops/identifies assessments for assistive technology services 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 as identified in stage 1 of backward planning.

2.5 ATS provides students with specific, timely, and personalized feedback.

HE: ATS collaborates with students and stakeholders to consistently provide actionable feedback to students regarding their access to the GVC, as identified in stage 1 of backward planning.

E: ATS consistently provides actionable feedback to students regarding their access to the GVC as identified in stage 1 of backward planning.

PE: ATS provides actionable feedback to students regarding their progress toward or access to the GVC as identified in stage 1 of backward planning.

I: ATS rarely provides actionable feedback to students regarding their progress toward or access to the GVC as identified in stage 1 of backward planning.

Standard 3 - INSTRUCTION: Assistive Technology Specialist (ATS) facilitates (and/or supports multidisciplinary team to facilitate) learning opportunities for students to access the GVC as identified in stage 1 and assessed in stage 2 of backward planning.

3.1. ATS facilitates student access to 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: ATS collaborates with students and stakeholders to consistently implement opportunities for students to access all World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
E: ATS consistently implements opportunities for students to access all World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
PE: ATS implements opportunities for students to access all World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
I: ATS rarely implements opportunities for students to access all World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
3.2 ATS facilitates access for student mastery of content as identified in stage 1 and assessed in stage 2 of backward planning.
HE: ATS collaborates with students and stakeholders to consistently implement opportunities that utilize suitable content as a vehicle to master and/or access the GVC (linked to IEP) as identified in stage 1 and assessed in stage 2 of backward planning.
E: ATS consistently implement opportunities that utilize suitable content as a vehicle to master and/or access the GVC (linked to IEP) as identified in stage 1 and assessed in stage 2 of backward planning.
PE: ATS implements opportunities that utilize suitable content as a vehicle to master and/or access the GVC (linked to IEP) as identified in stage 1 and assessed in stage 2 of backward planning.
I: ATS rarely implements opportunities that utilize suitable content as a vehicle to master and/or access the GVC (linked to IEP) as identified in stage 1 and assessed in stage 2 of backward planning.
3.3 ATS 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: ATS collaborates with students and stakeholders to consistently implement opportunities for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubrics, and as identified in stage 1 and assessed in stage 2 of backward planning.
E: ATS consistently implements opportunities for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubrics, and as identified in stage 1 and assessed in stage 2 of backward planning.
PE: ATS implements opportunities for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubric, and as identified in stage 1 and assessed in stage 2 of backward planning.
I: ATS rarely implements opportunities for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubrics, and as identified in stage 1 and assessed in stage 2 of backward planning.
3.4 ATS 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: ATS collaborates with students and stakeholders to consistently implement opportunities for students to develop and demonstrate expertise in 21st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
E: ATS consistently implements opportunities for students to develop and demonstrate expertise in 21st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
PE: ATS implements opportunities for students to develop and demonstrate expertise in 21st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
I: ATS rarely implements opportunities for students to develop and demonstrate expertise in 21st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
3.5 ATS uses balanced assessment data to implement, deliver, and refine learning opportunities.
HE: ATS collaborates with students and stakeholders 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 mastery of the GVC (linked to IEP, 504, or other identified needs) as identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve ATS practice.
E: ATS consistently reviews 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 mastery of the GVC (linked to IEP, 504, or other identified needs) identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve ATS practice.

PE: ATS 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 mastery of the GVC (linked to IEP, 504, or other identified needs) identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve ATS practice.

I: ATS 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 mastery of the GVC (linked to IEP, 504, or other identified needs) identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve ATS practice.

3.6 ATS develops/facilitates targeted and intensive supports as part of a multi-tiered system of supports.

HE: ATS collaborates with stakeholders to consistently develop/facilitate targeted and intensive supports as part of a multi-tiered system of service.

E: ATS consistently develops/ facilitates targeted and intensive supports as part of a multi-tiered system of supports.

PE: ATS facilitates targeted and intensive as part of a multi-tiered system of supports.

I: ATS rarely facilitates targeted and intensive supports as part of a multi-tiered system of supports.

3.7 ATS facilitates learning opportunities for all students to use World Class Tools to master the GVC.

HE: ATS 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: ATS 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: ATS 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: ATS 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: ATS models and collaborates with staff and students to create a respectful and restorative culture and climate.

4.1 ATS models and collaborates with students to create an environment that is safe.

HE: ATS collaborates with staff and students to construct and maintain an environment that is both physically and emotionally safe for all students.

E: ATS promotes an environment that is both physically and emotionally safe for all students.

PE: ATS presents rules and guidelines that support staff that are physically and emotionally safe.

I: ATS does not work with staff or students around issues of physical and emotional safety of staff and students.

4.2 ATS facilitates opportunities for staff students to construct, understand, and practice a restorative school environment.

HE: ATS collaborates with staff to form and maintain a restorative school community. ATS facilitates positive opportunities for staff and students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed.

E: ATS facilitates the opportunity for staff and students to develop a restorative school community. ATS facilitates positive opportunities for staff and students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior and restore relationships when they have been harmed.

PE: ATS provides the opportunity for staff members to understand elements of restorative practices.. ATS treats all students in a fair and equitable manner.

I: ATS does not provide opportunity for staff or students to learn about, develop or maintain a restorative community.

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

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

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

PE: ATS promotes an environment where some staff and students feel safe to express different points of view.

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

4.4 ATS models and establishes positive relationships with all students.

HE: ATS 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: ATS respectfully interacts with all students.

PE: ATS creates a classroom environment that encourages and builds positive relationships with most students.

I: ATS creates a classroom environment where students are directed to interact respectfully.

Standard 5 – PROFESSIONALISM: ATS demonstrates professional growth and development, leadership, and professionalism.

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

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

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

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

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

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

HE: ATS 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: ATS 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: ATS 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: ATS 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 progression.

5.3 ATS demonstrates application of professional learning to practice.

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

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

5.4 ATS differentiates communication with stakeholders on the individual needs of the student.

HE: ATS 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 access World Class Outcomes.

E: ATS 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 access World Class Outcomes.

PE: ATS differentiates communication with families to help students meet educational goals.

I: ATS communicates with families regarding student progress and educational goals as required.

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

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

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

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

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