

## CITE 2015-2016 – Specialist (Behavior, Autism, Out of District)

<b>Standard 1- Outcomes: Specialist purposefully plan outcomes using the District GVC in stage 1 of backward planning.</b>
<b>1.1 Specialist purposefully plans (and/or collaborates to purposefully plan) for the integration of World Class Outcomes in stage 1 of backward planning.</b>
HE: Specialist collaborates with team of stakeholders to consistently plan interventions and support for students to access all World Class Outcomes that are integrated in stage 1 of backward planning.
E: Specialist consistently plans interventions and support for students to access all World Class Outcomes that are integrated in stage 1 of backward planning.
PE: Specialist plans interventions and support for students to access most World Class Outcomes that are integrated in stage 1 of backward planning.
I: Specialist rarely plans interventions and support for students to access World Class Outcomes that are integrated in stage 1 of backward planning.
<b>1.2 Specialist purposefully plans (and/or collaborates to purposefully plan) for the integration of content in stage 1 of backward planning.</b>
HE: Specialist collaborates with team of stakeholders to select content from multiple sources (linked to IEP, 504, or other identified needs) that is naturally integrated in stage 1 of backward planning.
E: Specialist consistently selects content (linked to IEP, 504, or other identified needs) from multiple sources that is naturally integrated in stage 1 of backward planning.
PE: Specialist selects content (linked to IEP, 504, or other identified needs) from multiple sources that is naturally integrated in stage 1 of backward planning.
I: Specialist rarely selects content from multiple sources (including academic) that is naturally integrated in stage 1 of backward planning.
<b>1.3 Specialist purposefully plans (and/or collaborates to purposefully plan) for the integration of the 4 Cs in stage 1 of backward planning.</b>
HE: Specialist collaborates with team of stakeholders to consistently integrate the 4 Cs in stage 1 of backward planning.
E: Specialist consistently integrates the 4 Cs in stage 1 of backward planning.
PE: Specialist integrates the 4 Cs in stage 1 of backward planning.
I: Specialist rarely integrates the 4 Cs in stage 1 of backward planning..
<b>1.4 Specialist purposefully plans (and/or collaborates to purposefully plan) 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.</b>
HE: Specialist collaborates with team of stakeholders to consistently integrate 21st century skills in stage 1 of backward planning, where appropriate.
E: Specialist consistently integrates 21st century skills in stage 1 of backward planning, where appropriate.
PE: Specialist integrates 21st century skills in stage 1 of backward planning, where appropriate.
I: Specialist rarely integrates 21st century skills in stage 1 of backward planning, where appropriate.
<b>1.5 Specialist evaluates balanced assessment data to purposefully plan (and/or collaborates to purposefully plan) for differentiation in stage 1 backwards planning.</b>
HE: Specialist collaborates with team of stakeholders, using balanced assessment data, to consistently plan for differentiation in stage 1 of backward planning.
E: Specialist uses balanced assessment data to consistently plan for differentiation in stage 1 of backward planning.
PE: Specialist uses balanced assessment data to plan for differentiation in stage 1 of backward planning.
I: Specialist rarely uses balanced assessment data to plan for differentiation in stage 1 of backward planning.
<b>Standard 2 – ASSESSMENT: Specialist uses a balanced assessment system that requires students to demonstrate the GVC as identified in stage 1 of backward planning.</b>
<b>2.1 Specialist develops/identifies assessments that measure student access to World Class Outcomes as identified in stage 1 of backward planning.</b>
HE: Specialist collaborates with team of stakeholders to consistently develop/identify performance assessments that measure student access to all World Class Outcomes as identified in stage 1 of backward planning.
E: Specialist consistently develops/identifies quality assessments that measure student access to all World Class Outcomes as identified in stage 1 of backward planning.
PE: Specialist develops/identifies assessments that measure student access to all World Class Outcomes as identified in stage 1 of backward planning.
I: Specialist rarely develops/identifies quality assessments that measure student access to all World Class Outcomes as identified in stage 1 of backward planning.
<b>2.2 Specialist develops/identifies assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.</b>
HE: Specialist collaborates with team of stakeholders and multidisciplinary team to consistently develop/identify performance assessments that require students to demonstrate mastery of content (linked to IEP, 504, or other identified needs) as identified in stage 1 of backward planning.
E: Specialist consistently develops/identifies quality assessments that require students to demonstrate mastery of content (linked to IEP, 504, or other identified needs) as identified in stage 1 of backward planning.
PE: Specialist develops/identifies assessments that require students to demonstrate mastery of content (linked to IEP, 504, or other identified needs) as identified in stage 1 of backward planning.
I: Specialist rarely develops/identifies assessments that require students to demonstrate mastery of content (linked to IEP, 504, or other identified needs) as identified in stage 1 of backward planning.
<b>2.3 Specialist develops/identifies assessments that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 of backward planning.</b>

HE: Specialist collaborates with team of stakeholders 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: Specialist 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: Specialist 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: Specialist rarely 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.
<b>2.4 Specialist 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: Specialist collaborates with team of stakeholders to consistently develop/identify performance assessments that require students to demonstrate expertise in 21st century skills, where appropriate, as identified in stage 1 of backward planning.
E: Specialist consistently develops/identifies quality assessments that require students to demonstrate expertise in 21st century skills, where appropriate, as identified in stage 1 of backward planning.
PE: Specialist develops/identifies assessments that require students to demonstrate expertise in 21st century skills, where appropriate, as identified in stage 1 of backward planning.
I: Specialist rarely develops/identifies assessments that require students to demonstrate expertise in 21st century skills, where appropriate, as identified in stage 1 of backward planning.
<b>2.5 Specialist uses (and/or supports stakeholders to use) quality formative assessments to assess the GVC.</b>
HE: Specialist collaborates with team of stakeholders to consistently use formative assessments that continuously monitor student access to the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
E: Specialist consistently uses quality formative assessments that continuously monitor student access to the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
PE: Specialist uses formative assessments that continuously monitor student access to the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
I: Specialist rarely uses formative assessments to monitor student access to the GVC, as identified in stage 1 of backward planning.
<b>2.6 Specialist uses (and/or supports stakeholders to use) quality interim assessments to assess the GVC.</b>
HE: Specialist collaborates with team of stakeholders and consistently use performance based interim assessments that benchmark student access to the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
E: Specialist consistently uses performance based interim assessments that benchmark student access to the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
PE: Specialist uses performance based interim assessments that benchmark student access to the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
I: Specialist rarely uses interim assessments to benchmark student access to the GVC, as identified in stage 1 of backward planning.
<b>2.7 Specialist uses (and/or supports stakeholders to use) quality summative assessments to assess the GVC.</b>
HE: Specialist collaborates with team of stakeholders to consistently use performance based summative assessments that measure student access to the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
E: Specialist consistently uses quality summative assessments that measure student access to the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
PE: Specialist uses summative assessments that measure student access to the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
I: Specialist rarely uses summative assessments to measure student access to the GVC, as identified in stage 1 of backward planning.
<b>2.8 Specialist provides (and/ or supports staff to provide) each stakeholder with specific, timely, and personalized feedback.</b>
HE: Specialist collaborates with team of stakeholders to consistently provide actionable feedback to stakeholders regarding student progress on the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
E: Specialist consistently provides actionable feedback to stakeholders regarding student progress on the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
PE: Specialist provides actionable feedback to stakeholders regarding student progress on the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
I: Specialist provides minimal, generic, and/or non-actionable feedback to stakeholders as identified in stage 1 of backward planning.
<b>Standard -3 INSTRUCTION: Specialist facilitates learning opportunities for students to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.</b>
<b>3.1. Specialist facilitates implementation of interventions and supports for 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.</b>
HE: Specialist collaborates with team of stakeholders and multidisciplinary team to consistently implement interventions and supports for students to access all World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
E: Specialist consistently implements interventions and supports for students to access all World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
PE: Specialist implements interventions and supports for students to access all World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
I: Specialist rarely implements interventions and supports for students to access all World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
<b>3.2 Specialist facilitates student mastery of content as identified in stage 1 and assessed in stage 2 of backward planning.</b>

HE: Specialist collaborates with team of stakeholders to consistently implement opportunities that utilize suitable content as a vehicle to master the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 and assessed in stage 2 of backward planning.
E: Specialist consistently implements (and/ or support staff to implement) opportunities that utilize suitable content as a vehicle to master the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 and assessed in stage 2 of backward planning.
PE: Specialist implements opportunities that utilize suitable content as a vehicle to master the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 and assessed in stage 2 of backward planning.
I: Specialist rarely implements opportunities that utilize suitable content as a vehicle to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
<b>3.3 Specialist 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.</b>
HE: Specialist collaborates with team of 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: Specialist 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: Specialist 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: Specialist 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.
<b>3.4 Specialist 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>
HE: Specialist collaborates with team of 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: Specialist 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: Specialist 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: Specialist 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.
<b>3.5 Specialist uses (and/ or supports staff to use) balanced assessment data to implement, deliver and refine learning opportunities.</b>
HE: Specialist collaborates with team of stakeholders to consistently review and use summative, formative, and interim 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 Specialist practice.
E: Specialist consistently reviews and uses summative, formative, and interim data from the balanced assessment system to consistently 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 Specialist practice.
PE: Specialist reviews and uses summative, formative, and interim 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 Specialist practice.
I: Specialist rarely reviews and uses summative, formative, and interim 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 identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve Specialist practice.
<b>3.6 Specialist facilitates differentiated learning opportunities for students to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.</b>
HE: Specialist collaborates with team of stakeholders to consistently implement differentiated opportunities for students to develop mastery of the GVC (linked to IEP, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.
E: Specialist consistently implements differentiated opportunities for students to develop mastery of the GVC (linked to IEP, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.
PE: Specialist implements differentiated opportunities for students to develop mastery of the GVC (linked to IEP, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.
I: Specialist rarely implements differentiated opportunities for students to develop mastery of the GVC identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.
<b>3.7 Specialist facilitates learning opportunities that empower students 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.</b>
HE: Specialist collaborates with team of stakeholders to consistently create and implement sustainable learning opportunities to master the GVC (linked to IEP, 504, or other identified needs), 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: Specialist consistently creates and implements sustainable learning opportunities to master the GVC (linked to IEP, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning. Learning opportunities consistently empower students to progress toward and learn through the top tiers of Bloom's Taxonomy (analyze, evaluate, create/invent) and are cognitively complex.
PE: Specialist creates and implements sustainable learning opportunities to master the GVC (linked to IEP, 504, or other identified needs), 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: Specialist 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.
<b>3.8 Specialist facilitates learning opportunities for students to engage 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.</b>
HE: Specialist collaborates with team of stakeholders 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, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning.
E: Specialist 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, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning.
PE: Specialist 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, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning.
I: Specialist 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.
<b>3.9 Specialist facilitates learning opportunities for all students to use World Class Tools for students to master the GVC.</b>
HE: Specialist collaborates with team of stakeholders to consistently create and implement learning experiences that utilize technology to master the GVC (linked to IEP, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning.
E: Specialist consistently creates and implements learning experiences that utilize technology to master the GVC (linked to IEP, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning.
PE: Specialist creates and implements learning experiences that utilize technology to master the GVC (linked to IEP, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning.
I: Specialist rarely creates and implements learning experiences that utilize technology to master the GVC identified in stage 1 and assessed in stage 2 of backward planning.
<b>Standard 4 – CULTURE &amp; CLIMATE: Specialist models and collaborates with stakeholders (including students) to create a respectful and restorative culture and climate.</b>
<b>4.1 Specialist models and collaborates with stakeholders (including students) to create an environment that is safe.</b>
HE: Specialist collaborates with team of stakeholders to construct and maintain a classroom environment that is both physically and emotionally safe for all stakeholders, including students.
E: Specialist facilitates an environment that is both physically and emotionally safe for all stakeholders, including students.
PE: Specialist presents rules to achieve a classroom environment that is physically and emotionally safe.
I: The classroom is not physically and/or emotionally safe.
<b>4.2 Specialist facilitates opportunities for stakeholders (including students) to construct, understand, and practice a restorative classroom environment.</b>
HE: Specialist collaborates with all stakeholders to form and maintain a restorative classroom community. Specialist facilitates positive opportunities for stakeholders (including students) to have a voice in their community, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed.
E: Specialist facilitates the opportunity for stakeholders (including students) to develop a restorative classroom community. Specialist facilitates positive opportunities for stakeholders to have a voice in their community, learn from their mistakes, reinforce acceptable behavior and restore relationships when they have been harmed.
PE: Specialist provides the opportunity for stakeholders (including students) to give input into classroom rules. Specialist treats all stakeholders in a fair and equitable manner.
I: Specialist posts class rules where they are readily available to all stakeholders (including students) and rules are not uniformly applied to all stakeholders.
<b>4.3 Specialist establishes an environment that honors differences and facilitates opportunities for stakeholders (including students) to explore and respect different points of view.</b>
HE: Specialist collaborates to facilitate an environment where stakeholders (including students) express different points of view in a safe and respectful environment.
E: Specialist facilitates an environment where stakeholders (including students) express different points of view in a safe and respectful environment.
PE: Specialist promotes an environment where some stakeholders (including students) feel safe to express different points of view.
I: Specialist establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
<b>4.4 Specialist models and establishes positive relationships with all stakeholders (including students).</b>
HE: Specialist respectfully interacts with every stakeholder (including students) as an individual and differentiates their interactions based on their knowledge of each student, inside and outside the classroom.
E: Specialist respectfully interacts with all stakeholders (including students).
PE: Specialist creates a classroom environment that encourages and builds positive relationships with most stakeholders (including students).
I: Specialist creates a classroom environment where stakeholders (including students) are directed to interact respectfully.
<b>Standard 5 – PROFESSIONALISM: Specialist demonstrates professional growth and development, leadership, and professionalism.</b>
<b>5.1 Specialist works collaboratively with colleagues for the benefit of students.</b>
HE: Specialist creates/leads collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Specialist works with school teams/administration to provide enriched opportunities for students.
E: Specialist participates on collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Specialist works with school teams/administration to provide enriched opportunities for students.
PE: Specialist participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: Specialist participates as required, and collaboration with colleagues is limited to cordial relationships.

<b>5.2 Specialist 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: Specialist creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, Professional Pathways, that are aligned to the district strategic plan.
E: Specialist creates a professional growth plan based on prioritized needs identified in CITE, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
PE: Specialist creates a professional growth plan aimed at acquiring new skills to improve learning that is related to CITE that are aligned to the district strategic plan.
I: Specialist creates a professional growth plan unrelated to CITE, that are aligned to the district strategic plan.
<b>5.3 Specialist demonstrates application of professional learning to practice.</b>
HE: Specialist 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: Specialist 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: Specialist implements new knowledge or skills learned through professional development.
I: Specialist participates in low-level or limited professional development. Teacher links professional development to professional practice on a limited basis.
<b>5.4 Specialist differentiates communication with stakeholders based on the individual student needs.</b>
HE: Specialist fosters an open relationship with stakeholders which, differentiates communication using a variety of methods, formats, and timelines, and maximizes the home/school connection by collaborating/ coordinating information and resources in order to help students access World Class Outcomes.
E: Specialist differentiates communication using a variety of methods, formats, and timelines, and maximizes the home/school connection by collaborating/ coordinating information and resources in order to help students access World Class Outcomes.
PE: Specialist differentiates communication with families to help students meet educational goals.
I: Specialist communicates with families regarding student progress and educational goals as required.
<b>5.5 Specialist demonstrates professional and ethical conduct including following all laws, district policies and school procedures.</b>
HE: Specialist leads and models professional behavior within the building and throughout the district and community.
E: Specialist demonstrates professional behavior in meeting all expectations, both legal and school/district.
PE: Specialist is compliant with legal and school/district expectations.
I: Specialist does not meet legal and school/district expectations.