

# IEP & Assessment Specialist (IAS)

## CITE RUBRIC 2015

**Standard 1 OUTCOMES: IAS purposefully plans assessments and supports differentiated instruction affording students access to the GVC in Stage 1 of backward planning.**

**1.1 IAS purposefully plans (and/or collaborates to purposefully plan) a comprehensive assessment to develop an IEP that affords students access to the GVC in Stage 1 of backward planning.**

HE: IAS collaborates with students and the multidisciplinary team to plan (and/or collaborates to purposefully plan) a comprehensive assessment to develop an IEP that affords students access to the GVC in Stage 1 of backward planning.

E: IAS consistently plans (and/or collaborates to purposefully plan) a comprehensive assessment to develop an IEP that affords students access to the GVC in Stage 1 of backward planning.

PE: IAS plans (and/or collaborates to purposefully plan) a comprehensive assessment to develop an IEP that affords students access to the GVC in Stage 1 of backward planning.

I: IAS rarely plans (and/or collaborates to plan) a comprehensive assessment to develop an IEP that affords students access to the GVC in Stage 1 of backward planning.

**1.2 IAS purposefully plans (and/or collaborates to purposefully plan) for students to access World Class Outcomes in Stage 1 of backward planning.**

HE: IAS collaborates with students and the multidisciplinary team to consistently plan (and/or collaborates to purposefully plan) for students to access World Class Outcomes in Stage 1 of backward planning.

E: IAS consistently plans (and/or collaborates to purposefully plan) for students to access World Class Outcomes in Stage 1 of backward planning.

PE: IAS plans (and/or collaborates to purposefully plan) for students to access World Class Outcomes in Stage 1 of backward planning.

I: PE: IAS rarely plans (and/or collaborates to purposefully plan) for students to access World Class Outcomes in Stage 1 of backward planning.

**1.3 IAS purposefully plans (and/or collaborates to purposefully plan) for students to access Content in Stage 1 of backward planning.**

HE: IAS collaborates with students and the multidisciplinary team to consistently plan (and/or collaborates to purposefully plan) for students to access content in Stage 1 of backward planning.

E: IAS consistently plans (and/or collaborates to purposefully plan) for students to access content in Stage 1 of backward planning.

PE: IAS plans (and/or collaborates to purposefully plan) for students to access content in Stage 1 of backward planning.

I: PE: IAS rarely plans (and/or collaborates to purposefully plan) for students to access content in Stage 1 of backward planning.

**1.4 IAS purposefully plans (and/or collaborates to purposefully plan) for students to access the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) in Stage 1 of backward planning.**

HE: IAS collaborates with students and the multidisciplinary team to consistently plan (and/or collaborates to purposefully plan) for students to access the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) in Stage 1 of backward planning.

E: IAS consistently plans (and/or collaborates to purposefully plan) for students to access the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) in Stage 1 of backward planning.

PE: IAS plans (and/or collaborates to purposefully plan) for students to access the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) in Stage 1 of backward planning.

I: PE: IAS rarely plans (and/or collaborates to purposefully plan) for students to access the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) in Stage 1 of backward planning.

**1.5 IAS purposefully plans (and/or collaborates to purposefully plan) for students to access 21st century skill (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) development in Stage 1 of backward planning, where appropriate.**

HE: IAS collaborates with students and the multidisciplinary team to consistently plan (and/or collaborates to purposefully plan) for students to access 21st century skill (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) development in Stage 1 of backward planning, where appropriate.

E: IAS consistently plans (and/or collaborates to purposefully plan) for students to access 21st century skill (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) development in Stage 1 of backward planning, where appropriate.

PE: IAS plans (and/or collaborates to purposefully plan) for students to access 21st century skill (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) development in Stage 1 of backward planning, where appropriate.

I: PE: IAS rarely plans (and/or collaborates to purposefully plan) for students to access 21st century skill (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) development in Stage 1 of backward planning, where appropriate.

**1.6 IAS evaluates balanced assessment data to purposefully plan (and/or collaborates to purposefully plan) IEP assessments and for differentiation in Stage 1 of backward planning.**

HE: IAS collaborates with students and the multidisciplinary team to evaluates balanced assessment data to purposefully plan (and/or collaborates to purposefully plan) IEP assessments and for differentiation in Stage 1 of backward planning.

E: IAS consistently evaluates balanced assessment data to purposefully plan (and/or collaborates to purposefully plan) IEP assessments and for differentiation in Stage 1 of backward planning.

PE: IAS evaluates balanced assessment data to purposefully plan (and/or collaborates to purposefully plan) IEP assessments and for differentiation in Stage 1 of backward planning.

I: IAS rarely evaluates balanced assessment data to purposefully plan (and/or collaborates to purposefully plan) IEP assessments and for differentiation in Stage 1 of backward planning.

**Standard 2 Assessment: IAS uses and supports a balanced assessment system that enables students access to the GVC as identified in stage 1 of backward planning.**

**2.1 IAS conducts and facilitates a comprehensive assessment to develop an IEP that affords students access to the GVC as identified in stage 1 of backward planning.**

HE: IAS collaborates with students and the multidisciplinary team to conduct and facilitate a comprehensive assessment to develop an IEP that affords students access to the GVC in Stage 1 of backward planning.

E: IAS consistently conducts and facilitates a comprehensive assessment to develop an IEP that affords students access to the GVC in Stage 1 of backward planning.

PE: IAS conducts and facilitates a comprehensive assessment to develop an IEP that affords students access to the GVC in Stage 1 of backward planning.

I: IAS rarely conducts and facilitates a comprehensive assessment to develop an IEP that affords students access to the GVC in Stage 1 of backward planning.

**2.2 IAS synthesizes IEP assessment data allowing teachers and service providers to assess student mastery of World Class Outcomes as identified in stage 1 of backward planning.**

HE: IAS collaborates with students and the multidisciplinary team to synthesize IEP assessment data allowing teachers and service providers to assess student progress toward World Class Outcomes in Stage 1 of backward planning.

E: IAS consistently synthesizes IEP assessment data allowing teachers and service providers to assess student progress toward World Class Outcomes in Stage 1 of backward planning.

PE: IAS synthesizes IEP assessment data allowing teachers and service providers to assess student progress toward World Class Outcomes in Stage 1 of backward planning.

I: IAS rarely synthesizes IEP assessment data allowing teachers and service providers to assess student progress toward World Class Outcomes in Stage 1 of backward planning.

**2.3 IAS synthesizes IEP assessment data allowing teachers and service providers to assess student mastery of Content as identified in stage 1 of backward planning.**

HE: IAS collaborates with students and the multidisciplinary team to synthesize IEP assessment data allowing teachers and service providers to assess student mastery of Content in Stage 1 of backward planning.

E: IAS consistently synthesizes IEP assessment data allowing teachers and service providers to assess student mastery of Content in Stage 1 of backward planning.

PE: IAS synthesizes IEP assessment data allowing teachers and service providers to assess student mastery of Content in Stage 1 of backward planning.

I: IAS rarely synthesizes IEP assessment data allowing teachers and service providers to assess student mastery of Content in Stage 1 of backward planning.

**2.4 IAS synthesizes IEP assessment data allowing teachers and service providers to assess student mastery of the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).**

HE: IAS collaborates with students and the multidisciplinary team to synthesize IEP assessment data allowing teachers and service providers to assess student mastery of the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).

E: IAS consistently synthesizes IEP assessment data allowing teachers and service providers to assess student mastery of the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).
PE: IAS synthesizes IEP assessment data allowing teachers and service providers to assess student mastery of the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).
I: IAS rarely synthesizes IEP assessment data allowing teachers and service providers to assess student mastery of the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).
<b>2.5 IAS utilizes IEP assessment data allowing teachers and service providers to assess student mastery of 21<sup>st</sup> century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.</b>
HE: IAS collaborates with students and the multidisciplinary team to synthesize IEP assessment data allowing teachers and service providers to assess student mastery of 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.
E: IAS consistently synthesizes IEP assessment data allowing teachers and service providers to assess student mastery of 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.
PE: IAS synthesizes IEP assessment data allowing teachers and service providers to assess student mastery of 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.
I: IAS rarely synthesizes IEP assessment data allowing teachers and service providers to assess student mastery of 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.
<b>2.6 IAS provides all members of the multidisciplinary team with specific, timely, and personalized feedback throughout the IEP process.</b>
HE: IAS collaborates throughout the IEP process to consistently provide actionable feedback to the multidisciplinary team throughout all stages of IEP eligibility and review processes.
E: IAS consistently provides actionable feedback to the multidisciplinary team throughout all stages of IEP eligibility and review processes.
PE: IAS provides actionable feedback to the multidisciplinary team throughout all stages of IEP eligibility and review processes.
I: IAS rarely provides actionable feedback to the multidisciplinary team throughout all stages of IEP eligibility and review processes.
<b>Standard 3 Implementation and Communication: IAS professional facilitates the IEP process and communicates effectively with all stakeholders.</b>
<b>3.1 IAS develops a comprehensive IEP that affords students access to the GVC.</b>
HE: IAS collaborates with the multidisciplinary team to consistently develop a comprehensive IEP that affords students access to the GVC.
E: IAS consistently develops a comprehensive IEP that affords students access to the GVC.
PE: IAS develops a comprehensive IEP that affords students access to the GVC.
I: IAS rarely develops a comprehensive IEP that affords students access to the GVC.

**3.2 IAS coordinates and facilitates the IEP process to ensure all IEPs are in compliance with state and federal guidelines and aligned to individual student needs.**

HE: IAS collaborates with the multidisciplinary team to coordinate and facilitate the IEP process to ensure all IEPs are in compliance with state and federal guidelines and aligned to individual student needs.

E: IAS consistently coordinates and facilitates the IEP process to ensure all IEPs are in compliance with state and federal guidelines and aligned to individual student needs.

PE: IAS coordinates and facilitates the IEP process to ensure all IEPs are in compliance with state and federal guidelines and aligned to individual student needs.

I: IAS rarely coordinates and facilitates the IEP process to ensure all IEPs are in compliance with state and federal guidelines and aligned to individual student needs.

**3.2 IAS ensures all stakeholders implement the IEP with fidelity.**

HE: IAS collaborates with the multidisciplinary team to consistently ensure all stakeholders implement the IEP with fidelity.

E: IAS consistently ensures all stakeholders implement the IEP with fidelity.

PE: IAS ensures all stakeholders implement the IEP with fidelity.

I: IAS rarely ensures all stakeholders implement the IEP with fidelity.

**3.3 IAS proactively communicates and engages with families throughout the IEP process to identify and address student, family, and staff needs.**

HE: IAS collaborates with multidisciplinary team to proactively communicate and engage with families throughout the IEP process to identify and address student, family, and staff needs.

E: IAS proactively communicates and engages with families throughout the IEP process to identify and address student, family, and staff needs.

PE: IAS communicates and engages with families throughout the IEP process to identify and address student, family, and staff needs.

I: IAS rarely communicates and engages with families throughout the IEP process to identify and address student, family, and staff needs.

**3.4 IAS proactively communicates and engages with the multidisciplinary team throughout the IEP process to identify and address student, family, and staff needs.**

HE: IAS collaborates to proactively communicate and engage with the multidisciplinary team throughout the IEP process to identify and address student, family, and staff needs.

E: IAS proactively communicates and engages with the multidisciplinary team throughout the IEP process to identify and address student, family, and staff needs.

PE: IAS communicates and engages with the multidisciplinary team throughout the IEP process to identify and address student, family, and staff needs.

I: IAS rarely communicates and engages with the multidisciplinary team throughout the IEP process to identify and address student, family, and staff needs.

**3.5 IAS proactively communicates and engages with students throughout the IEP process to identify and address student, family, and staff needs.**

HE: IAS collaborates to proactively communicate and engage with students throughout the IEP process to identify and address student, family, and staff needs.

E: IAS consistently communicates with students throughout the IEP process to identify and address student, family, and staff needs.

PE: IAS communicates with students throughout the IEP process to identify and address student, family, and staff needs.

I: IAS rarely communicates with students throughout the IEP process to identify and address student, family, and staff needs.

**3.6 IAS applies expertise in special education while consulting with stakeholders to support student access the GVC.**

HE: IAS consistently collaborates to apply expertise in special education (including evidence based practice and current field research) with all stakeholders to meet student needs (access to the GVC) through the IEP process.

E: IAS consistently applies expertise in special education (including evidence based practice and current field research) with all stakeholders to meet student needs (access to the GVC) through the IEP process.

PE: IAS applies expertise in special education (including evidence based practice and current field research) with all stakeholders to meet student needs (access to the GVC) through the IEP process.

I: IAS rarely applies expertise in special education (including evidence based practice and current field research) with all stakeholders to meet student needs (access to the GVC) through the IEP process.

**Standard 4 Culture and Climate – IAS models and collaborates with students and multidisciplinary team to create a respectful and restorative culture and climate.**

**4.1 IAS collaborates with students and the multidisciplinary team to construct and maintain an environment that is both physically and emotionally safe for all students.**

HE: IAS collaborates with students and the multidisciplinary team to construct and maintain an environment that is both physically and emotionally safe for all students.

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

PE: IAS presents rules to achieve an environment that is physically and emotionally safe.

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

**4.2 IAS facilitates opportunities for students and/or the multidisciplinary team to construct, understand, and practice a restorative environment.**

HE: IAS collaborates with all students to form and maintain a restorative environment. 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.: IAS facilitates the opportunity for students to develop a restorative environment. 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 been harmed.

PE: IAS provides the opportunity for students to give input during their time together. IAS treats all students in a fair and equitable manner.

I: IAS determines rules for all students and rules are not uniformly applied to all students.

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

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

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

PE: IAS promotes an environment where students express different points of view in a safe and respectful environment.

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

**4.4 IAS models and establishes positive relationships with all students.**

HE: IAS respectfully interacts with every student as an individual and differentiates their interactions based on their knowledge of each student.

E: IAS respectfully interacts with all students.

PE: IAS creates an environment that encourages and builds positive relationships with most students.

I: IAS creates an environment where students are directed to interact respectfully.

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

**5.1 IAS works collaboratively with colleagues for the benefit of students.**

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

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

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

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

**5.2 IAS 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.**

HE: IAS 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: IAS 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: IAS 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: IAS 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
<b>5.3 IAS demonstrates application of professional learning to practice.</b>
HE: IAS engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues to improve teaching practices, and successfully implements and measures impact of all professional development in daily practice.
E: IAS engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues, and implements professional development in daily practice.
PE: IAS implements new knowledge of skills learned through professional development.
I: IAS participates in low-level or limited professional development. Teacher links professional development to professional practice on a limited basis.
<b>5.4 IAS differentiates communication with families based on the individual needs of the student.</b>
HE: IAS 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 master World Class Outcomes.
E: IAS 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 master World Class Outcomes.
PE: IAS differentiates communication with families to help students meet educational goals.
I: IAS communicates with families regarding student progress and educational goals as required.
<b>5.5 IAS demonstrates professional and ethical conduct including following all laws, district policies and school procedures.</b>
HE: IAS leads and models professional behavior within the building and throughout the district and community.
E: IAS demonstrates professional behavior in meeting all expectations, both legal and school/district.
PE: IAS is compliant with legal and school/district expectations.
I: IAS does not meet legal and school/district expectations.



