

CITE 2015-2016 – Teacher of the Deaf and Hard of Hearing

2015 revisions

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Standard 1 – OUTCOMES: TODHH purposefully plans outcomes using the District GVC in stage 1 of backward planning.
1.1 TODHH purposefully plans for the integration of World Class Outcomes in stage 1 of backward planning.
HE: TODHH collaborates with students and multidisciplinary team to consistently plan for students to access or progress toward mastery of all World Class Outcomes that are integrated in stage 1 of backward planning.
E: TODHH consistently plans for students to access or progress toward mastery of all World Class Outcomes that are integrated in stage 1 of backward planning.
PE: TODHH plans for students to access or progress toward mastery of most World Class Outcomes that are integrated in stage 1 of backward planning.
I: TODHH rarely plans for students to access or progress toward mastery of World Class Outcomes that are integrated in stage 1 of backward planning.
1.2 TODHH purposefully plans for the integration of content in stage 1 of backward planning.
HE: TODHH collaborates with students and multidisciplinary team to consistently select content (linked to IEP) from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
E: TODHH consistently selects content (linked to IEP) from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
PE: TODHH selects content (linked to IEP) from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
I: TODHH rarely selects content from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
1.3 TODHH purposefully plans for the integration of the 4 Cs in stage 1 of backward planning.
HE: TODHH collaborates with students and multidisciplinary team to consistently integrate the 4 Cs in stage 1 of backward planning, as identified in the 4Cs rubrics.
E: TODHH consistently integrates the 4 Cs in stage 1 of backward planning, as identified in the 4Cs rubrics.
PE: TODHH integrates the 4 Cs in stage 1 of backward planning, as identified in the 4Cs rubrics.
I: TODHH rarely integrates the 4 Cs in stage 1 of backward planning, as identified in the 4Cs rubrics.
1.4 TODHH 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: TODHH collaborates with students and multidisciplinary team to consistently integrate 21st century skills in stage 1 of backward planning, where appropriate.
E: TODHH consistently integrates 21st century skills in stage 1 of backward planning, where appropriate.
PE: TODHH integrates 21st century skills in stage 1 of backward planning, where appropriate.
I: TODHH rarely integrates 21st century skills in stage 1 of backward planning, where appropriate.
1.5 TODHH evaluates balanced assessment data to purposefully plan for differentiation in stage 1 of backwards planning.
HE: TODHH collaborates with students and multidisciplinary team using balanced assessment data to consistently plan for differentiation in stage 1 of backward planning.
E: TODHH uses balanced assessment data to consistently plan for differentiation in stage 1 of backward planning.
PE: TODHH uses balanced assessment data to plan for differentiation in stage 1 of backward planning.
I: TODHH rarely uses balanced assessment data to plan for differentiation in stage 1 of backward planning.
Standard 2 – ASSESSMENT: TODHH uses a balanced assessment system that requires students to demonstrate the GVC as identified in stage 1 of backward planning.
2.1 TODHH develops/identifies assessments that measure student access to or progress toward mastery of World Class Outcomes as identified in stage 1 of backward planning.
HE: TODHH collaborates with students and multidisciplinary team to consistently develop/identify performance assessments that measure student access to or progress toward mastery of all World Class Outcomes that are integrated in stage 1 of backward planning.
E: TODHH consistently develops/identifies quality assessments that measure student access to or progress toward mastery of all World Class Outcomes as identified in stage 1 of backward planning.
PE: TODHH develops/identifies assessments that measure student access to or progress toward mastery of most World Class Outcomes as identified in stage 1 of backward planning.
I: TODHH rarely develops/ identifies assessments that measure student access to or progress toward World Class Outcomes as identified in stage 1 of backward planning.
2.2 TODHH develops/identifies assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.
HE: TODHH collaborates with students and multidisciplinary team to consistently develop/identify performance assessments that require students to demonstrate mastery of content (linked to IEP) as identified in stage 1 of backward planning.
E: TODHH consistently develops/identifies quality assessments that require students to demonstrate mastery of content (linked to IEP) as identified in stage 1 of backward planning.
PE: TODHH develops/identifies assessments that require students to demonstrate mastery of content (linked to IEP) as identified in stage 1 of backward planning.
I: TODHH rarely requires students to demonstrate mastery of content as identified in stage 1 of backward planning.
2.3 TODHH 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.
HE: TODHH 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: TODHH 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: TODHH 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: TODHH 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 TODHH develops/identifies assessments that require students to demonstrate 21st century skills (financial literacy, global awareness, problem solving, resilience, systems thinking, health and wellness, and civic responsibility), where appropriate.
HE: TODHH collaborates with students and multidisciplinary team to consistently develop/identify performance assessments that require students to demonstrate expertise in 21 st century skills, where appropriate, as identified in stage 1 of backward planning.
E: TODHH consistently develops/identifies quality assessments that require students to demonstrate expertise in 21 st century skills, where appropriate, as identified in stage 1 of backward planning.
PE: TODHH develops/identifies assessments that require students to demonstrate expertise in 21 st century skills, where appropriate, as identified in stage 1 of backward planning.
I: TODHH rarely develops/identifies assessments that require students to demonstrate expertise in 21 st century skills, where appropriate, as identified in stage 1 of backward planning.
2.5 TODHH uses quality formative assessments to assess the GVC.
HE: TODHH 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: TODHH 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: TODHH uses formative assessments that continuously monitor student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
I: TODHH rarely uses formative assessments to monitor student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
2.6 TODHH uses quality interim assessments to assess the GVC.
HE: TODHH 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: TODHH consistently uses quality interim assessments that benchmark student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
PE: TODHH uses interim assessments that benchmark student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
I: TODHH rarely uses interim assessments to benchmark student progress on the GVC as identified in stage 1 of backward planning.
2.7 TODHH Teacher uses quality summative assessments to assess the GVC.
HE: TODHH 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: TODHH consistently uses quality summative assessments that measure student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
PE: TODHH uses summative assessments that measure student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
I: TODHH rarely uses summative assessments to measure student progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
2.8 TODHH provides each student with specific, timely, and personalized feedback.
HE: TODHH collaborates with students and multidisciplinary team to consistently provide actionable feedback to students regarding their progress on or access to the GVC (linked to IEP) as identified in stage 1 of backward planning.
E: TODHH consistently provides actionable feedback to students regarding their progress on or access to the GVC (linked to IEP) as identified in stage 1 of backward planning.
PE: TODHH provides actionable feedback to students regarding their progress on or access to the GVC (linked to IEP) as identified in stage 1 of backward planning.
I: TODHH provides minimal, generic, and/or non-actionable feedback to students as identified in stage 1 of backward planning.
Standard -3 INSTRUCTION: TODHH facilitates learning opportunities for students to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
3.1 TODHH facilitates student access to or 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: TODHH collaborates with students and multidisciplinary team to consistently implement opportunities for students to access or progress toward mastery of all World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
E: TODHH consistently implements opportunities for students to access or progress toward mastery of all World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
PE: TODHH implements opportunities for students to access or progress toward mastery of most World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
I: TODHH rarely implements opportunities for students to access or progress toward mastery of World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
3.2 TODHH facilitates student mastery of content as identified in stage 1 and assessed in stage 2 of backward planning.
HE: TODHH collaborates with students and multidisciplinary team to consistently implement opportunities that utilize suitable content as a vehicle toward mastery of the GVC (linked to IEP) as identified in stage 1 and assessed in stage 2 of backward planning.
E: TODHH consistently implements opportunities that utilize suitable content as a vehicle toward mastery of the GVC (linked to IEP) as identified in stage 1 and assessed in stage 2 of backward planning.
PE: TODHH implements opportunities that utilize suitable content as a vehicle toward mastery of the GVC (linked to IEP) as identified in stage 1 and assessed in stage 2 of backward planning.
I: TODHH rarely implements opportunities that utilize suitable content as a vehicle toward mastery of the GVC (linked to IEP) as identified in stage 1 and assessed in stage 2 of backward planning.

3.3 TODHH 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: TODHH collaborates with students and multidisciplinary team 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: TODHH 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: TODHH 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: TODHH 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 TODHH 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: TODHH collaborates with students and multidisciplinary team to consistently implement opportunities for students to develop and demonstrate expertise in 21 st 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: TODHH consistently implements opportunities for students to develop and demonstrate expertise in 21 st 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: TODHH implements opportunities for students to develop and demonstrate expertise in 21 st 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: TODHH rarely implements opportunities for students to develop and demonstrate expertise in 21 st 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 TODHH uses balanced assessment data to implement, deliver and refine learning opportunities.
HE: TODHH collaborates with students and multidisciplinary team 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) identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve teacher practice.
E: TODHH 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) identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve teacher practice.
PE: TODHH 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) identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve teacher practice.
I: TODHH 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 (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve teacher practice.
3.6 TODHH facilitates differentiated learning opportunities for students to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
HE: TODHH collaborates with students and multidisciplinary team to consistently implement differentiated opportunities for students to master 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: TODHH consistently implements differentiated opportunities for students to master 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: TODHH implements differentiated opportunities for students to master 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: TODHH rarely implements differentiated opportunities for students to master 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 TODHH 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: TODHH 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: TODHH 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: TODHH 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: TODHH 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 TODHH facilitates learning opportunities that engage all students in sustainable learning opportunities through voice and choice, for students to demonstrate progress toward mastery of the GVC identified in stage 1 and assessed in stage 2 of backward planning.
HE: TODHH 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 demonstrate progress toward mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
E: TODHH consistently creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to demonstrate progress toward mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
PE: TODHH creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to demonstrate progress toward mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
I: TODHH rarely creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to demonstrate progress toward mastery of the GVC identified in stage 1 and assessed in stage 2 of backward planning.
3.9 TODHH facilitates learning opportunities for all students to use World Class Tools to demonstrate progress toward mastery of the GVC.

HE: TODHH collaborates with students and multidisciplinary team to consistently create and implement learning experiences that utilize technology to demonstrate progress toward mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
E: TODHH consistently creates and implements learning experiences that utilize technology to demonstrate progress toward mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
PE: TODHH creates and implements learning experiences that utilize technology to demonstrate progress toward mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
I: TODHH rarely creates and implements learning experiences that utilize technology to demonstrate progress toward mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
Standard 4 – CULTURE & CLIMATE: TODHH models and collaborates with students to create a respectful and restorative culture and climate.
4.1 TODHH models and collaborates with students to create an environment that is safe.
HE: TODHH collaborates with students to construct and maintain a classroom environment that is both physically and emotionally safe for all students.
E: TODHH facilitates an environment that is both physically and emotionally safe for all students.
PE: TODHH presents rules to achieve a classroom environment that is physically and emotionally safe.
I: The classroom is not physically and/or emotionally safe.
4.2 TODHH facilitates opportunities for students to construct, understand, and practice a restorative classroom environment.
HE: TODHH collaborates with all students to form and maintain a restorative classroom community. TODHH 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: TODHH facilitates the opportunity for students to develop a restorative classroom community. TODHH 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: TODHH provides the opportunity for students to give input into classroom rules. TODHH treats all students in a fair and equitable manner.
I: TODHH posts class rules where they are readily available to all students and rules are not uniformly applied to all students.
4.3 TODHH establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.
HE: TODHH collaborates with students to facilitate an environment where students express different points of view in a safe and respectful environment.
E: TODHH facilitates an environment where students express different points of view in a safe and respectful environment.
PE: TODHH promotes an environment where some students feel safe to express different points of view.
I: TODHH establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
4.4 TODHH models and establishes positive relationships with all students.
HE: TODHH 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: TODHH respectfully interacts with all students.
PE: TODHH creates a classroom environment that encourages and builds positive relationships with most students.
I: TODHH creates a classroom environment where students are directed to interact respectfully.
Standard 5 – PROFESSIONALISM: TODHH demonstrates professional growth and development, leadership, and professionalism.
5.1 TODHH works collaboratively with colleagues for the benefit of students.
HE: TODHH creates/leads collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. TODHH works with school teams/administration to provide enriched opportunities for students.
E: TODHH participates on collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. TODHH works with school teams/administration to provide enriched opportunities for students.
PE: TODHH participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: TODHH participates as required, and collaboration with colleagues is limited to cordial relationships.
5.2 TODHH 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: TODHH 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: TODHH 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: TODHH 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: TODHH 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 TODHH demonstrates application of professional learning to practice.
HE: TODHH 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: TODHH 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: TODHH implements new knowledge or skills learned through professional development.
I: TODHH participates in low-level or limited professional development. Teacher links professional development to professional practice on a limited basis.
5.4 TODHH differentiates communication with families based on the individual needs of the student.
HE: TODHH 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 and progress toward the mastery of World Class Outcomes.
E: TODHH 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 and progress toward the mastery of World Class Outcomes.
PE: TODHH differentiates communication with families to help students meet educational goals.
I: TODHH communicates with families regarding student progress and educational goals as required.

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

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

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

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

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