

## CITE 2013 – Early Childhood Special Education (ECSE) Specialist

<b>Standard 1 – OUTCOMES: Early Childhood Special Education Specialist (ECSE) selects World Class Outcomes.</b>
<b>1.1 ECSE selects World Class Outcomes from the Douglas County Guaranteed &amp; Viable Curriculum including the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking), as they relate to the IEP.</b>
④ 91- 100% of the time    ③ 80-90%    ② 51-79%    ① < 50%
<b>1.2 ECSE selects World Class Outcomes that integrate content with other disciplines.</b>
4 Point Matrix
HE: ECSE demonstrates thorough application of the developmentally appropriate World Class Outcomes from the GVCs (linked to IEP goals) by incorporating World Class Outcomes from multiple disciplines, (including literacy, social skills and numeracy, and connected to goals from multi-disciplinary team) that are naturally integrative during stage 1 of backward planning. <i>* World Class Target Prerequisite: Backward Planning (1 of 3)</i>
E: ECSE demonstrates thorough application of the developmentally appropriate World Class Outcomes from the GVCs (linked to IEP goals) by selecting World Class Outcomes from multiple disciplines, (including literacy, social skills, and numeracy, and connected to goals from multi-disciplinary team) that are naturally integrative during stage 1 of backward planning.
PE: ECSE selects World Class Outcomes that have connections to other disciplines and related to the IEP.
I: ECSE selects outcomes that include minimal connections to other disciplines and do not relate to the IEP.
<b>1.3. ECSE selects differentiated World Class Outcomes.</b>
4 Point Matrix
HE: ECSE collaborates with students/family and transdisciplinary team to select personalized developmentally appropriate (linked to IEP goals) World Class Outcomes identified in stage 1 of backward planning. <i>* World Class Target Prerequisite: Backward Planning (2 of 3)</i>
E: ECSE plans personalized, differentiated learning that is developmentally appropriate (linked to IEP goals) during stage 1 of backward planning.
PE: ECSE plans learning that addresses specific learning needs of some students.
I: ECSE uses the department's curriculum & sample lesson plans, scope & sequence to select outcomes regardless of student specific learning needs.
<b>1.4 ECSE evaluates assessment data to select (or refine) World Class Outcomes.</b>
4 Point Matrix
HE: ECSE collaborates with students/family and transdisciplinary team to evaluate data from the Balanced Assessment System (BAS) to select or refine World Class Outcomes (linked to IEP goals) identified in stage 1 of backward planning.
E: ECSE evaluates data from the Balanced Assessment System (BAS) to select or refine World Class Outcomes (linked to IEP goals) during stage 1 of backward planning.
PE: ECSE uses data from the Balanced Assessment System (BAS) to select World Class Outcomes.
I: ECSE does not consider data to select outcomes.
<b>1.5. ECSE integrates 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.</b>
④ Highly Effective    ③ Effective    ② Partially Effective    ① Ineffective
HE: ECSE collaborates with students/family and transdisciplinary team members to select and implement one or more 21st century skills (linked to IEP goals) that are naturally integrative during stage one of backward planning. <i>* World Class Target Prerequisite: 21<sup>st</sup> Century Skills (1 of 4)</i>
E: ECSE plans for the natural integration of one or more 21st century skills (linked to IEP goals) during stage 1 of backward planning, where authentic.
PE: ECSE selects 21st century skills during stage 1 of backward planning.
I: ECSE makes no effort to select 21st century skills.
<b>Standard 2 – ASSESSMENT: Early Childhood Special Education Specialist (ECSE) uses performance assessments that require students to demonstrate World Class Outcomes.</b>
<b>2.1 ECSE uses a balanced assessment approach including formative assessments that monitor student progress on World Class Outcomes and IEP goals.</b>
④ Highly Effective    ③ Effective    ② Partially Effective    ① Ineffective
HE: ECSE collaborates with students/family and transdisciplinary team/Child Find team to use quality formative assessments/tasks, including information from the initial IEP/screening report, that monitor student progress toward World Class Outcomes during stage 2.
E: ECSE creates or selects formative assessments/tasks to monitor the progress of all students toward World Class Outcomes.
PE: ECSE uses formative assessments/tasks, at required checkpoints, such as parent/teacher conferences, to monitor student progress toward World Class Outcomes.
I: ECSE uses limited formative assessments/tasks to monitor student progress on World Class Outcomes.
<b>2.2 ECSE uses a balanced assessment approach including interim assessments that provide an appraisal of access skills to measure student progress towards World Class Outcomes and IEP goals.</b>
④ Highly Effective    ③ Effective    ② Partially Effective    ① Ineffective

<p><b>HE:</b> ECSE collaborates with students/family and transdisciplinary team to use quality interim assessments/tasks that provide an appraisal to monitor student progress toward World Class Outcomes during stage 2.</p>
<p><b>E:</b> ECSE creates or selects interim assessments/tasks that provide an appraisal to monitor the progress of all students toward World Class Outcomes.</p>
<p><b>PE:</b> ECSE uses interim assessments/tasks, at required checkpoints, such as parent/teacher conferences, to monitor student progress toward World Class Outcomes.</p>
<p><b>I:</b> ECSE uses limited interim assessments/tasks to monitor student progress on World Class Outcomes.</p>
<p><b>2.3 ECSE uses a balanced assessment approach including summative assessments to measure student performance of World Class Outcomes and IEP goals at the IEP meeting.</b></p>
<p style="text-align: center;">(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective</p>
<p><b>HE:</b> ECSE collaborates with all students/family and transdisciplinary team to use quality summative assessments/tasks that provide a comprehensive performance demonstration of progress towards World Class Outcomes during stage 2  <i>* World Class Target Prerequisite: Authentic Assessment (1 of 4).</i></p>
<p><b>E:</b> ECSE creates or selects summative assessments/tasks that provide a comprehensive performance demonstration of progress towards World Class Outcomes.</p>
<p><b>PE:</b> ECSE uses summative assessments/tasks, at grading periods and other periodic check points, to evaluate student progress toward World Class Outcomes.</p>
<p><b>I:</b> ECSE uses limited summative assessments/tasks to evaluate student progress on World Class Outcomes.</p>
<p><b>2.4 ECSE provides each student/family with specific, timely, and personalized feedback on World Class Outcomes and IEP goals.</b></p>
<p style="text-align: center;">4 Point Matrix</p>
<p><b>HE:</b> ECSE collaborates with students/family and transdisciplinary team to facilitate personalized feedback that provides the learner/family with actionable information on progress toward mastery of World Class Outcomes and IEP goals through analysis of balanced assessment data from formative, interim, and summative assessments.  <i>* World Class Target Prerequisite: Authentic Assessment (2 of 4), Student Engagement (1 of 2)</i></p>
<p><b>E:</b> ECSE facilitates feedback to students/family on their progress toward World Class Outcomes and IEP goals from formative, interim, and summative assessments.</p>
<p><b>PE:</b> ECSE provides feedback to students/family, at required checkpoints, such as parent/teacher conferences, on progress toward World Class Outcomes.</p>
<p><b>I:</b> ECSE provides minimal, generic, or no feedback to students/family.</p>
<p><b>2.5 ECSE uses performance assessments/tasks that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).</b></p>
<p style="text-align: center;">4 Point Matrix</p>
<p><b>HE:</b> ECSE collaborates with students/family and transdisciplinary team to develop/identify personalized, performance assessments/tasks that allow students to demonstrate expertise in all 4 Cs, as articulated in the 4 Cs rubrics, and evident through student-determined demonstrations of learning.  <i>* World Class Target Prerequisite: Authentic Assessment (3 of 4)</i></p>
<p><b>E:</b> ECSE creates or selects performance assessments/tasks that allow students to demonstrate expertise in all 4 Cs, as articulated in the 4 Cs rubrics.</p>
<p><b>PE:</b> ECSE creates or selects performance assessments/tasks that allow students to demonstrate expertise in some of the 4 Cs, as articulated in the 4 Cs rubrics.</p>
<p><b>I:</b> ECSE does not measure student understanding of the 4 Cs.</p>
<p><b>2.6 ECSE uses performance assessments/tasks that require students to demonstrate 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) in school-based learning environments</b></p>
<p style="text-align: center;">(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective</p>
<p><b>HE:</b> ECSE collaborates with students/family and transdisciplinary teams to develop/identify personalized performance assessments/tasks that allow students to demonstrate expertise in all relevant 21<sup>st</sup> century skills by establishing measurement standards that include specific criteria for each level of performance (i.e. prompt levels, generalization, teachable moments, etc.)  <i>* World Class Target Prerequisite: Authentic Assessment (4 of 4), 21<sup>st</sup> Century Skills (2 of 4)</i></p>
<p><b>E:</b> ECSE creates or selects performance assessments/tasks that allow students to demonstrate expertise in all relevant 21<sup>st</sup> century skills by establishing measurement standards that include specific criteria for each level of performance (i.e. prompt levels, generalization, teachable moments, etc.)</p>
<p><b>PE:</b> ECSE creates or selects performance assessments/tasks that measure some of the relevant 21<sup>st</sup> century skills with measurement standards that include specific criteria for each level of performance.</p>
<p><b>I:</b> ECSE does not measure student understanding of the 21<sup>st</sup> century skills.</p>
<p><b>Standard 3 – INSTRUCTION: Early Childhood Special Education Specialist (ECSE) facilitates learning opportunities that inspire students to achieve World Class Outcomes.</b></p>
<p><b>3.1 ECSE uses backward planning to facilitate student growth towards World Class Outcomes and IEP goals.</b></p>
<p style="text-align: center;">4 Point Matrix</p>
<p><b>HE:</b> ECSE personalizes the planning process by selecting enduring understandings, essential questions, and World Class Outcomes (linked to IEP goals and access skills) based on students' individual needs. Next, in stage 2, the ECSE selects differentiated performance assessments to measure student growth towards the World Class Outcomes in stage 1. Finally, in stage 3, the ECSE constructs personalized learning opportunities and/or supports transdisciplinary team in constructing personalized learning opportunities that facilitate student growth towards the World Class Outcomes identified in stage 1.  <i>* World Class Target Prerequisite: Backward Planning (3 of 3)</i></p>

E: ECSE begins the planning process by selecting enduring understandings, essential questions, and World Class Outcomes (linked to IEP goals and access skills). Next, in stage 2, the ECSE selects performance assessments to measure student growth of the World Class Outcomes in stage 1. Finally, in stage 3, the ECSE constructs learning opportunities that facilitate student growth towards the World Class Outcomes identified in stage 1.
PE: ECSE's planning process includes some components of backward planning based on the student's IEP.
I: ECSE begins the planning process by selecting a learning activity.
<b>3.2 ECSE uses balanced assessment data to plan World Class Learning Opportunities.</b>
4 Point Matrix
HE: ECSE collaborates with students/families and transdisciplinary team to review previous summative and current formative and interim data (BAS), based on IEP goals and objectives, to construct personalized, transferrable learning opportunities that meet the unique learning needs of students and facilitate the demonstration of World Class Outcomes and IEP goals on a differentiated level, and improve specialist practice.
E: ECSE uses previous summative and current formative and interim data (BAS), based on IEP goals and objectives, to construct personalized, transferrable learning opportunities that meet the unique learning needs of students and facilitate the demonstration of World Class Outcomes and IEP goals on a differentiated level, and improve specialist practice.
PE: ECSE uses previous summative data and current formative and interim data (BAS), based on IEP goals and objectives, to construct learning opportunities that facilitate demonstration of World Class Outcomes on a differentiated level.
I: ECSE uses limited data to drive learning opportunities.
<b>3.3 ECSE facilitates differentiated learning opportunities for all students to access World Class Outcomes (IEP goals and access skills).</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: ECSE collaborates with students/families and transdisciplinary team to develop personalized, transferrable, and developmentally appropriate learning opportunities that facilitate progress toward World Class Outcomes (IEP goals and access skills) related to the unique needs of the students. Evidence of differentiation in instruction for all students is observed in classroom practice. <i>* World Class Target Prerequisite: Advocacy for All (1 of 3), Sustainable Learning (1 of 4)</i>
E: ECSE provides students more than one personalized, transferrable, and developmentally appropriate learning opportunity to demonstrate learning related to World Class Outcomes (IEP goals and access skills) related to the unique needs of the students. Evidence of differentiation in instruction for all students is observed in classroom practice.
PE: ECSE offers students more than one learning opportunity.
I: ECSE offers one learning opportunity for all students.
<b>3.4 ECSE facilitates learning opportunities that require students to use a variety of challenging thinking skills in order to access World Class Outcomes (IEP goals and access skills).</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: ECSE collaborates with students/families and transdisciplinary team to facilitate learning opportunities that require students to use new understandings and skills on an ongoing basis and demonstrate understandings in a variety of ways. <i>* World Class Target Prerequisite: Sustainable Learning (2 of 4)</i>
E: ECSE provides learning opportunities that require students to use new understandings that demonstrate understandings in a variety of ways.
PE: ECSE facilitates learning opportunities that prompt students to demonstrate new understandings.
I: ECSE facilitates learning opportunities that prompt students to memorize and recall information.
<b>3.5. ECSE facilitates learning opportunities that engage all students.</b>
4 Point Matrix
HE: ECSE collaborates with students/families and transdisciplinary team to facilitate developmentally appropriate, personalized, challenging, relevant (connected to students' interests and/or backgrounds), and transferable learning opportunities that students find meaningful and interesting. Student engagement is evident through various examples/methods of demonstrated student ownership. <i>* World Class Target Prerequisite: Student Engagement (1 of 2), Sustainable Learning (3 of 4)</i>
E: ECSE facilitates personalized challenging, relevant (connected to students' interests and/or backgrounds), and transferable learning opportunities that students find meaningful and interesting. Student engagement is evident through various examples/methods of demonstrated student ownership.
PE: ECSE facilitates transferrable learning opportunities for students.
I: ECSE facilitates activities.
<b>3.6 ECSE facilitates learning opportunities that incorporate World Class Tools to learn World Class Outcomes (IEP goals and access skills).</b>
4 Point Matrix
HE: ECSE collaborates with students/families and transdisciplinary team to develop/identify developmentally appropriate learning opportunities that incorporate a combination of technology-based and/or experiential World Class Tools to enhance their learning and collaboration toward World Class Outcomes (IEP goals and access skills). <i>* World Class Target Prerequisite: Sustainable Learning (4 of 4)</i>
E: ECSE facilitates learning opportunities for all students that incorporate technology-based and/or experiential, World Class Tools to enhance their learning toward World Class Outcomes (IEP goals and access skills).
PE: ECSE use of technology is uniformly applied to all students.

I: ECSE use of technology is limited.
<b>3.7 ECSE facilitates learning opportunities that require students to use the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).</b>
4 Point Matrix
HE: ECSE collaborates with students/families and transdisciplinary team to facilitate differentiated learning opportunities, with clear learning objectives, for each student to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills). <i>* World Class Target Prerequisite: 21<sup>st</sup> Century Skills (3 of 4).</i>
E: ECSE naturally integrates differentiated learning opportunities, with clear learning objectives, for students to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills).
PE: ECSE provides learning opportunities for students to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills).
I: ECSE provides isolated events or activities on the 4 Cs.
<b>3.8 ECSE facilitates learning opportunities that require students to master 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility/social skills) in immediate learning environments.</b>
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: ECSE collaborates with students/families and transdisciplinary team to facilitate differentiated learning opportunities that require each student to develop 21st century skills. <i>* World Class Target Prerequisite: 21<sup>st</sup> Century Skills (4 of 4)</i>
E: ECSE naturally integrates learning opportunities for students to develop 21st century skills.
PE: ECSE provides learning opportunities for students to develop 21st century skills, where authentic.
I: ECSE provides isolated events or activities on 21st century skills that are not connected to other learning
<b>3.9 ECSE demonstrates content-area expertise while facilitating student mastery of World Class Outcomes.</b>
4 Point Matrix
HE: ECSE demonstrates strong cross-content knowledge (including early learning access skills, literacy, numeracy and social skills while connected to goals across learning domains) aligned to the GVC by accurately responding to student/family questions, anticipating common misconceptions and misunderstandings by families, connecting it to other content areas, and knowing where the current learning is in the learning progression. <i>* World Class Target Prerequisite: Leadership (1 of 4)</i>
E: ECSE demonstrates cross-content knowledge (including early learning access skills, literacy, numeracy and social skills while connected to goals across learning domains) aligned with the GVC.
PE: ECSE demonstrates a superficial understanding of content aligned with the GVC
I: ECSE demonstrates a lack of content knowledge aligned with the GVC.
<b>Standard 4 – CULTURE &amp; CLIMATE: Early Childhood Special Education Specialist (ECSE) models and collaborates with students/families to create a respectful and restorative culture and climate.</b>
<b>4.1 ECSE models and collaborates with students/families to create an environment that is safe.</b>
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: ECSE collaborates with students/families and transdisciplinary team to construct and maintain a developmentally appropriate classroom environment, including a balance of child-centered and teacher-directed activities, both physically and emotionally safe for all students. <i>* World Class Target Prerequisite: Restorative Practices (1 of 4)</i>
E: ECSE facilitates a developmentally appropriate environment, including a balance of child-centered and teacher-directed activities, both physically and emotionally safe for all students.
PE: ECSE 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 ECSE facilitates opportunities for students to construct, understand, and practice a restorative classroom environment.</b>
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: ECSE collaborates with all students/families and transdisciplinary team to form and maintain a restorative classroom community. ECSE 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. <i>* World Class Target Prerequisite: Restorative Practices (2 of 4)</i>
E: ECSE facilitates the opportunity for students to develop a restorative classroom community. ECSE 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: ECSE provides the opportunity for students to give input into classroom rules. ECSE treats all students in a fair and equitable manner.
I: ECSE posts class rules where they are readily available to all students and rules are not uniformly applied to all students.
<b>4.3 ECSE establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.</b>

(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: ECSE collaborates with students/families to facilitate an environment where students express different points of view in a safe and respectful environment. <i>* World Class Target Prerequisite: Restorative Practices (3 of 4), Advocacy for All (2 of 3)</i>
E: ECSE facilitates an environment where students express different points of view in a safe and respectful environment.
PE: ECSE promotes an environment where some students feel safe to express different points of view
I: ECSE establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
<b>4.4 ECSE models and establishes positive relationships with all students/families.</b>
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: ECSE establishes nurturing and responsive relationships with every student/family as an individual and differentiates their interactions based on their knowledge of each student/family, inside and outside the classroom. <i>* World Class Target Prerequisite: Restorative Practices (4 of 4), Advocacy for All (3 of 3)</i>
E: ECSE establishes nurturing and responsive relationships with all students/families.
PE: ECSE creates a classroom environment that encourages and builds positive relationships with most students.
I: ECSE creates a classroom environment where students are directed to interact respectfully.
<b>Standard 5 – PROFESSIONALISM: Early Childhood Special Education Specialist (ECSE) demonstrates professional growth and development, leadership, and professionalism.</b>
<b>5.1 ECSE works collaboratively with colleagues for the benefit of students and families.</b>
4 Point Matrix
HE: ECSE creates/leads collaborative teams that include all colleagues who support students to provide high quality, integrated wrap-around support. Specialist works with teams/departments/administration (i.e. Team Leader, committees, mentoring, providing professional development to others, etc.) to provide enriched opportunities for students/families. <i>* World Class Target Prerequisite: Leadership (2 of 4)</i>
E: ECSE participates on collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Specialist works with teams/departments/administration to provide enriched opportunities for students/families.
PE: ECSE participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: ECSE participates as required, and collaboration with colleagues is limited to cordial relationships.
<b>5.2 ECSE 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>
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: ECSE creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, Professional Pathways, the department focus, and department goals that are aligned to the district strategic plan – specifically, the DCSD learning progression. <i>* World Class Target Prerequisite: Professional Growth &amp; Development (1 of 2)</i>
E: ECSE creates a professional growth plan based on prioritized needs identified in CITE, the department focus, and department goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
PE: ECSE creates a professional growth plan aimed at acquiring new skills to improve learning that is partially related to CITE, the department focus, and department goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
I: ECSE creates a professional growth plan unrelated to CITE, the department focus, and department goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
<b>5.3 ECSE demonstrates application of professional learning to practice.</b>
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: ECSE 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. <i>* World Class Target Prerequisite: Leadership (3 of 4), Professional Growth &amp; Development (2 of 2)</i>
E: ECSE 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: ECSE implements new knowledge or skills learned through professional development.
I: ECSE participates in low-level or limited professional development. Specialist links professional development to professional practice on a limited basis.
<b>5.4 ECSE differentiates communication with families based on the individual needs of the student.</b>
4 Point Matrix
HE: ECSE fosters an open relationship with families and agencies, 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 student progress towards World Class Outcomes (IEP goals and access skills). <i>* World Class Target Prerequisite: Parent Satisfaction (1 of 1)</i>
E: ECSE 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 progress towards World Class Outcomes (IEP goals and access skills)
PE: ECSE differentiates communication with families to help students meet education goals.

I: ECSE communicates with families regarding student progress and educational goals as required.
<b>5.5 ECSE leads the management of classified staff.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: ECSE leads the managerial requirements (scheduling, communicating, directing and facilitation of formal and informal training opportunities) including, but not limited to, curriculum implementation, individualized service plans, and data collection, with classified staff on an ongoing basis.
E: ECSE facilitates the managerial requirements (scheduling, communicating, directing and facilitation of formal and informal training opportunities) including, but not limited to, curriculum implementation, individualized service plans, and data collection, with classified staff on an ongoing basis.
PE: ECSE demonstrates managerial skills as evidenced by scheduling, communicating, directing and facilitation of formal and informal training opportunities including but not limited to curriculum implementation, individualized service plans, data collection, etc. with classified staff on an initial and/or intermittent basis.
I: ECSE conducts managerial and developmental tasks as required.
<b>5.6 ECSE demonstrates professional and ethical conduct including following all laws, district policies and procedures.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: ECSE leads and models professional behavior within the building and throughout the district and community. <i>* World Class Target Prerequisite: Leadership (4 of 4)</i>
E: ECSE demonstrates professional behavior in meeting all expectations, both legal and school/district.
PE: ECSE is compliant with legal and school/district expectations.
I: ECSE does not meet legal and school/district expectations.

Transdisciplinary team includes all connected school-level special education providers, general education teachers, assistants, and other specialists related to students' IEP.