

## CITE - Health

<b>Standard 1 – OUTCOMES: Teacher selects World Class Outcomes.</b>
<b>1.1 Teacher selects World Class Outcomes from the Douglas County Guaranteed &amp; Viable Curriculum including the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking). [Colorado State Standards 2012-13]</b>
④ 91- 100% of the time    ③ 80-90%    ② 51-79%    ① < 50%
<b>1.2 Teacher selects World Class Outcomes that integrate content with other disciplines.</b>
4 Point Matrix
<b>HE:</b> Teacher demonstrates thorough application of the developmentally appropriate World Class Outcomes from the GVC [Colorado State Standards 2012-13] by incorporating World Class Outcomes from multiple disciplines (including literacy and numeracy) that are naturally integrative during stage 1 of backward planning.
<b>* World Class Target Prerequisite: Backward Planning (1 of 3)</b>
<b>E:</b> Teacher demonstrates knowledge of the developmentally appropriate World Class Outcomes from the GVC [Colorado State Standards 2012-13] by selecting World Class Outcomes from multiple disciplines (including literacy and numeracy) that are naturally integrative during stage 1 of backward planning.
<b>PE:</b> Teacher selects World Class Outcomes that have connections to other disciplines.
<b>I:</b> Teacher selects outcomes that include minimal connections to other disciplines.
<b>1.3 Teacher selects differentiated World Class Outcomes.</b>
4 Point Matrix
<b>HE:</b> Teacher collaborates with students (i.e., students take advantage of the opportunity to access stage 1 of backwards plan and identifies individual outcomes) to select personalized, developmentally appropriate (based on age, cognitive and/or social/emotional abilities) World Class Outcomes identified in stage 1 of backward planning. This personalization may be part of the student's personal learning plan or IEP.
<b>* World Class Target Prerequisite: Backward Planning (2 of 3)</b>
<b>E:</b> Teacher plans personalized, differentiated learning that is developmentally appropriate (based on age, cognitive and/or social/emotional abilities) during stage 1 of backward planning. This personalization may be part of the student's personal learning plan or IEP.
<b>PE:</b> Teacher plans learning that addresses specific learning needs of some students.
<b>I:</b> Teacher uses the publishers' scope & sequence, example lesson plans, and pacing guides to select outcomes.
<b>1.4 Teacher evaluates assessment data (life skills acquisition) to select (or refine) World Class Outcomes.</b>
4 Point Matrix
<b>HE:</b> Teacher collaborates with students (i.e., students take advantage of the opportunity to reflect upon personal products and contributes to selection/refinement of outcomes in stage 1 of backwards plan) to evaluate their life skills acquisition data to select or refine World Class Outcomes identified in stage 1 of backward planning.
<b>E:</b> Teacher evaluates data from the Balanced Assessment System (BAS) to select or refine World Class Outcomes during stage 1 of backward planning.
<b>PE:</b> Teacher uses data from the Balanced Assessment System (BAS) to select World Class Outcomes.
<b>I:</b> Teacher does not consider data to select outcomes.
<b>1.5 Teacher integrates 21<sup>st</sup> 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
<b>HE:</b> Teacher collaborates with students (i.e., students takes advantage of the opportunity to connect 21 <sup>st</sup> C skills in stage 1 of backwards plan) to select one or more 21 <sup>st</sup> century skills that are naturally integrative during stage 1 of backward planning.
<b>* World Class Target Prerequisite: 21<sup>st</sup> Century Skills (1 of 4)</b>
<b>E:</b> Teacher plans for the natural integration of 1 or more 21 <sup>st</sup> century skills during stage 1 of backward planning, where authentic.
<b>PE:</b> Teacher selects 21 <sup>st</sup> century skills during stage 1 of backward planning.
<b>I:</b> Teacher makes no effort to select 21 <sup>st</sup> century skills.
<b>Standard 2 – ASSESSMENT: Teacher uses performance assessments that require students to demonstrate World Class Outcomes.</b>
<b>2.1 Teacher uses a balanced assessment approach including formative assessments that monitor student progress on World Class Outcomes.</b>
④ Highly Effective    ③ Effective    ② Partially Effective    ① Ineffective
<b>HE:</b> Teacher collaborates with students to use quality formative assessments/tasks (i.e., baseline, check for understanding, pre-test, observation, student predictions/hypothesis) that monitor student progress toward mastery of World Class Outcomes during stage 2.
<b>E:</b> Teacher creates or selects formative assessments/tasks to monitor the progress of all students toward mastery of World Class Outcomes.
<b>PE:</b> Teacher uses formative assessments/tasks, at grading periods and other periodic check points, to monitor student progress toward mastery of World Class Outcomes.
<b>I:</b> Teacher uses limited formative assessments/tasks to monitor student progress on World Class Outcomes.
<b>2.2 Teacher uses a balanced assessment approach including interim assessments that provide an appraisal at benchmarks to determine student progress on World Class Outcomes.</b>

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> Teacher collaborates with students to use quality interim assessments/tasks (i.e., short constructed responses, self-evals/check, check-ins, observation, quiz, exit tickets, progress monitoring) that provide an appraisal at benchmarks to monitor student progress toward mastery of World Class Outcomes during stage 2.
<b>E:</b> Teacher creates or selects interim assessments/tasks that provide an appraisal at benchmarks to monitor the progress of all students toward mastery of World Class Outcomes.
<b>PE:</b> Teacher uses interim assessments/tasks, at grading periods and other required reporting periods, to monitor student progress toward mastery of World Class Outcomes.
<b>I:</b> Teacher uses limited interim assessments/tasks to monitor student progress on World Class Outcomes.
<b>2.3 Teacher uses a balanced assessment approach including summative assessments to measure student performance of World Class Outcomes at the end of the learning process.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> Teacher collaborates with students to use quality summative assessments/tasks (i.e., post-test, rubric, project, reflection, presentations, body of evidence) that provide a comprehensive performance demonstration of mastery of World Class Outcomes during stage 2. <i>* World Class Target Prerequisite: Authentic Assessment (1 of 4)</i>
<b>E:</b> Teacher creates or selects summative assessments/tasks that provide a comprehensive performance demonstration of mastery of World Class Outcomes.
<b>PE:</b> Teacher uses summative assessments/tasks, at grading periods and other periodic check points, to evaluate student progress toward mastery of World Class Outcomes.
<b>I:</b> Teacher uses limited summative assessments/tasks to evaluate student progress on World Class Outcomes.
<b>2.4 Teacher provides each student with specific, timely, and personalized feedback on World Class Outcomes.</b>
4 Point Matrix
<b>HE:</b> Teacher collaborates with students to facilitate personalized feedback that provides the learner with actionable information on progress toward mastery of World Class Outcomes 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>
<b>E:</b> Teacher facilitates feedback to students on their progress toward mastery of World Class Outcomes from formative, interim, and summative assessments.
<b>PE:</b> Teacher provides feedback to students at grading periods and other periodic check points on progress toward mastery of World Class Outcomes.
<b>I:</b> Teacher provides minimal, generic, or no feedback to students.
<b>2.5 Teacher uses performance assessments/tasks that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).</b>
4 Point Matrix
<b>HE:</b> Teacher collaborates with students 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>
<b>E:</b> Teacher creates or selects performance assessments/tasks that allow students to demonstrate expertise in the 4 Cs, as articulated in all 4 Cs rubrics.
<b>PE:</b> Teacher 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.
<b>I:</b> Teacher does not measure student understanding of the 4 Cs.
<b>2.6 Teacher uses performance assessments/tasks that require students to demonstrate 21<sup>st</sup> 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
<b>HE:</b> Teacher collaborates with students 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>* World Class Target Prerequisite: Authentic Assessment (4 of 4), 21<sup>st</sup> Century Skills (2 of 4)</i>
<b>E:</b> Teacher creates or selects performance assessments/tasks that measure all relevant 21 <sup>st</sup> century skills by establishing measurement standards that include specific criteria for each level of performance.
<b>PE:</b> Teacher 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.
<b>I:</b> Teacher does not measure student understanding of the 21 <sup>st</sup> century skills.
<b>Standard 3 – INSTRUCTION: Teacher facilitates learning opportunities that inspire students to achieve World Class Outcomes.</b>
<b>3.1 Teacher uses backward planning to facilitate student mastery of World Class Outcomes.</b>
4 Point Matrix
<b>HE:</b> Teacher personalizes the planning process by selecting enduring understandings, essential questions, and World Class Outcomes based on students' individual needs. Next, in stage 2, the teacher selects differentiated performance assessments to measure student mastery of the World Class Outcomes in stage 1. Finally, in stage 3, the teacher constructs personalized learning opportunities that facilitate student mastery of the World Class Outcomes identified in stage 1. All GVCs (World Class Outcomes) are taught in backward planned units. <i>* World Class Target Prerequisite: Backward Planning (3 of 3)</i>

E: Teacher begins the planning process by selecting enduring understandings, essential questions, and World Class Outcomes. Next, in stage 2, the teacher selects performance assessments to measure student mastery of the World Class Outcomes in stage 1. Finally, in stage 3, the teacher constructs learning opportunities that facilitate student mastery of the World Class Outcomes identified in stage 1.
PE: Teacher's planning process includes some components of backward planning.
I: Teacher begins the planning process by selecting a learning activity.
<b>3.2 Teacher uses balanced assessment data to plan World Class Learning Opportunities.</b>
4 Point Matrix
HE: Teacher collaborates with students to review previous summative (i.e., post-test, rubric, project, reflection, presentations, body of evidence) and current formative (i.e., baseline, check for understanding, pre-test, observation, student predictions/hypothesis) and interim (i.e., short constructed responses, self-evals/check, check-ins, observation, quiz, exit tickets, progress monitoring) data (BAS) to construct personalized, sustainable learning opportunities that meet the unique learning needs of students, facilitate the mastery of World Class Outcomes, and improve teacher practice.
E: Teacher uses previous summative data and current formative and interim data (BAS) to construct personalized, sustainable learning opportunities that meet the unique learning needs of students, facilitate the mastery of World Class Outcomes, and improve teacher practice.
PE: Teacher uses previous summative data and current formative and interim data (BAS) to construct learning opportunities that facilitate the mastery of World Class Outcomes.
I: Teacher uses limited data to drive learning opportunities.
<b>3.3 Teacher facilitates differentiated learning opportunities for all students to master World Class Outcomes.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Teacher collaborates with students to develop personalized, sustainable learning opportunities that facilitate mastery of World Class Outcomes based on 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: Teacher offers students more than one personalized, sustainable learning opportunity to facilitate mastery of World Class Outcomes. Evidence of differentiation in instruction for all students is observed in classroom practice.
PE: Teacher offers students more than one learning opportunity.
I: Teacher offers one learning opportunity for all students.
<b>3.4 Teacher facilitates learning opportunities that require students to use higher order thinking skills (analyze, evaluate, and create) to master World Class Outcomes.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Teacher collaborates with students to facilitate learning opportunities that require students to use new understandings and skills to analyze, evaluate, and create a relevant product. <i>* World Class Target Prerequisite: Sustainable Learning (2 of 4)</i>
E: Teacher facilitates learning opportunities that require students to use new understandings and skills to analyze, evaluate, and create.
PE: Teacher facilitates learning opportunities that require students to know, understand, and apply information and skills.
I: Teacher facilitates learning opportunities that require students to memorize and recall information.
<b>3.5 Teacher facilitates learning opportunities that engage all students.</b>
4 Point Matrix
HE: Teacher collaborates with students to facilitate challenging, relevant (connected to students' interests and/or backgrounds), and sustainable 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: Teacher facilitates challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities that students find meaningful and interesting. Student engagement is evident through various examples/methods of demonstrated student ownership.
PE: Teacher facilitates sustainable learning opportunities for students.
I: Teacher facilitates activities
<b>3.6 Teacher facilitates learning opportunities for all students to use World Class Tools to learn World Class Outcomes.</b>
4 Point Matrix
HE: Teacher collaborates with students to develop/identify learning opportunities for all students to use technology-based, World Class Tools (i.e., multi-media equipment, web, computer programs, software applications) to construct their learning and demonstrate mastery of World Class Outcomes. <i>* World Class Target Prerequisite: Sustainable Learning (4 of 4)</i>
E: Teacher facilitates learning opportunities for all students to use technology-based, World Class Tools to construct their learning and demonstrate mastery of World Class Outcomes.
PE: Teacher uses technology to facilitate instruction and provides opportunities for students to use technology in the classroom.
I: Teacher and student use of technology is limited.
<b>3.7 Teacher facilitates learning opportunities that require students to use the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).</b>
4 Point Matrix

<p>HE: Teacher collaborates with students to facilitate differentiated learning opportunities, with clear learning objectives, for each student to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills).</p> <p><i>* World Class Target Prerequisite: 21<sup>st</sup> Century Skills (3 of 4)</i></p>
<p>E: Teacher naturally integrates differentiated learning opportunities, with clear learning objectives, for each student to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills).</p>
<p>PE: Teacher provides learning opportunities for students to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills).</p>
<p>I: Teacher provides isolated events or activities on the 4 Cs.</p>
<p><b>3.8 Teacher facilitates learning opportunities that require students to master 21<sup>st</sup> Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.</b></p>
<p>(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective</p>
<p>HE: Teacher collaborates with students to facilitate differentiated learning opportunities that require students to use 21<sup>st</sup> century skills.</p> <p><i>* World Class Target Prerequisite: 21<sup>st</sup> Century Skills (4 of 4)</i></p>
<p>E: Teacher naturally integrates learning opportunities that require students to use 21<sup>st</sup> century skills.</p>
<p>PE: Teacher provides learning opportunities for students to develop 21<sup>st</sup> century skills, where authentic.</p>
<p>I: Teacher provides isolated events or activities on 21<sup>st</sup> century skills that are not connected to other learning.</p>
<p><b>3.9 Teacher demonstrates content-area expertise while facilitating student mastery of World Class Outcomes.</b></p>
<p>4 Point Matrix</p>
<p>HE: Teacher demonstrates strong content area knowledge (including literacy and numeracy) aligned to the GVC [Colorado State Standards 2012-13] by accurately responding to student questions, anticipating common student misconceptions and misunderstandings, connecting it to other content areas, and knowing where the current learning is in the learning progression.</p> <p><i>* World Class Target Prerequisite: Leadership (1 of 4)</i></p>
<p>E: Teacher demonstrates content area knowledge (including literacy and numeracy) aligned with the GVC [Colorado State Standards 2012-13].</p>
<p>PE: Teacher demonstrates a superficial understanding of content aligned with the GVC [Colorado State Standards 2012-13].</p>
<p>I: Teacher demonstrates a lack of content knowledge aligned with the GVC [Colorado State Standards 2012-13].</p>
<p><b>Standard 4 – CULTURE &amp; CLIMATE: Teacher models and collaborates with students to create a respectful and restorative culture and climate.</b></p>
<p><b>4.1 Teacher models and collaborates with students to create an environment that is safe.</b></p>
<p>(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective</p>
<p>HE: Teacher collaborates with students to construct and maintain a classroom environment that is both physically and emotionally safe for all students.</p> <p><i>* World Class Target Prerequisite: Restorative Practices (1 of 4)</i></p>
<p>E: Teacher facilitates an environment that is both physically and emotionally safe for all students.</p>
<p>PE: Teacher presents rules to achieve a classroom environment that is physically and emotionally safe.</p>
<p>I: The classroom is not physically and/or emotionally safe.</p>
<p><b>4.2 Teacher facilitates opportunities for students to construct, understand, and practice a restorative classroom environment.</b></p>
<p>(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective</p>
<p>HE: Teacher collaborates with all students to form and maintain a restorative classroom community. 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.</p> <p><i>* World Class Target Prerequisite: Restorative Practices (2 of 4)</i></p>
<p>E: Teacher facilitates the opportunity for students to develop a restorative classroom community. 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.</p>
<p>PE: Teacher provides the opportunity for students to give input into classroom rules. Teacher treats all students in a fair and equitable manner.</p>
<p>I: Teacher posts class rules where they are readily available to all students and rules are not uniformly applied to all students.</p>
<p><b>4.3 Teacher establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.</b></p>
<p>(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective</p>
<p>HE: Teacher collaborates with students to facilitate an environment where students express different points of view in a safe and respectful environment.</p> <p><i>* World Class Target Prerequisite: Restorative Practices (3 of 4), Advocacy for All (2 of 3)</i></p>
<p>E: Teacher facilitates an environment where students express different points of view in a safe and respectful environment.</p>
<p>PE: Teacher promotes an environment where some students feel safe to express different points of view.</p>
<p>I: Teacher establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.</p>
<p><b>4.4 Teacher models and establishes positive relationships with all students.</b></p>
<p>(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective</p>
<p>HE: Teacher respectfully interacts with every student as an individual and differentiates their interactions based on their knowledge of each student, inside and outside the classroom.</p> <p><i>* World Class Target Prerequisite: Restorative Practices (4 of 4), Advocacy for All (3 of 3)</i></p>

E: Teacher respectfully interacts with all students.
PE: Teacher creates a classroom environment that encourages and builds positive relationships with most students.
I: Teacher creates a classroom environment where students are directed to interact respectfully.
<b>Standard 5 – PROFESSIONALISM: Teacher demonstrates professional growth and development, leadership, and professionalism.</b>
<b>5.1 Teacher works collaboratively with colleagues for the benefit of students.</b>
4 Point Matrix
HE: Teacher creates/leads collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Teacher works with school teams/administration to provide enriched opportunities for students. <i>* World Class Target Prerequisite: Leadership (2 of 4)</i>
E: Teacher participates on collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Teacher works with school teams/administration to provide enriched opportunities for students.
PE: Teacher participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: Teacher participates as required, and collaboration with colleagues is limited to cordial relationships.
<b>5.2 Teacher 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: Teacher 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. <i>* World Class Target Prerequisite: Professional Growth &amp; Development (1 of 2)</i>
E: Teacher 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: Teacher 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: Teacher 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 Teacher demonstrates application of professional learning to practice.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Teacher 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: Teacher 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: Teacher implements new knowledge or skills learned through professional development.
I: Teacher participates in low-level or limited professional development. Teacher links professional development to professional practice on a limited basis.
<b>5.4 Teacher differentiates communication with families based on the individual needs of the student.</b>
4 Point Matrix
HE: Teacher 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. <i>* World Class Target Prerequisite: Parent Satisfaction (1 of 1)</i>
E: Teacher 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: Teacher differentiates communication with families to help students meet education goals.
I: Teacher communicates with families regarding student progress and educational goals as required.
<b>5.5 Teacher 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: Teacher 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: Teacher demonstrates professional behavior in meeting all expectations, both legal and school/district.
PE: Teacher is compliant with legal and school/district expectations.
I: Teacher does not meet legal and school/district expectations.