

CITE 2013- Intervention Specialist (GT, RtI)

Standard 1 – OUTCOMES: Intervention Specialist collaboratively selects World Class Outcomes.
1.1 Intervention Specialist collaboratively selects World Class Outcomes from the Douglas County Guaranteed & Viable Curriculum including the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).
(4) 91- 100% of the time (3) 80-90% (2) 51-79% (1) < 50%
1.2 Intervention Specialist collaboratively selects World Class Outcomes that integrate content with other disciplines.
4 Point Matrix
HE: Intervention Specialist demonstrates thorough application of the World Class Outcomes from the GVCs by incorporating World Class Outcomes from multiple disciplines (including literacy and numeracy) that are naturally integrative during stage 1 of backward planning.
<i>* World Class Target Prerequisite: Backward Planning (1 of 3)</i>
E: Intervention Specialist demonstrates knowledge of the World Class Outcomes from the GVC by selecting World Class Outcomes from multiple disciplines (including literacy and numeracy) that are naturally integrative during stage 1 of backward planning.
PE: Intervention Specialist selects World Class Outcomes that have connections to other disciplines.
I: Intervention Specialist selects outcomes that include minimal connections to other disciplines.
1.3 Intervention Specialist collaboratively selects differentiated World Class Outcomes.
4 Point Matrix
HE: Intervention Specialist collaborates with students and teachers 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.
<i>* World Class Target Prerequisite: Backward Planning (2 of 3)</i>
E: Intervention Specialist collaborates with the teacher to plan 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.
PE: Intervention Specialist collaborates with the teacher to plan learning that addresses specific learning needs of some students.
I: Intervention Specialist uses the publishers' scope & sequence, example lesson plans, and pacing guides to select outcomes.
1.4 Intervention Specialist evaluates assessment data to select (or refine) World Class Outcomes.
4 Point Matrix
HE: Intervention Specialist collaborates with students and teachers to evaluate data from the Balanced Assessment System (BAS) to select or refine World Class Outcomes identified in stage 1 of backward planning.
E: Intervention Specialist evaluates data from the Balanced Assessment System (BAS) and collaborates with teachers to select or refine World Class Outcomes during stage 1 of backward planning.
PE: Intervention Specialist uses data from the Balanced Assessment System (BAS) to select World Class Outcomes.
I: Intervention Specialist does not consider data to select outcomes.
1.5 Intervention Specialist integrates 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: Intervention Specialist collaborates with students and teachers to select one or more 21 st century skills that are naturally integrative during stage 1 of backward planning.
<i>* World Class Target Prerequisite: 21st Century Skills (1 of 4)</i>
E: Intervention Specialist plans for the natural integration of one or more 21 st century skills during stage 1 of backward planning, where authentic.
PE: Intervention Specialist selects 21 st century skills during stage 1 of backward planning.
I: Intervention Specialist makes no effort to select 21 st century skills.
Standard 2 – ASSESSMENT: Intervention Specialist uses performance assessments that require students to demonstrate World Class Outcomes.
2.1 Intervention Specialist uses a balanced assessment approach including formative assessments that monitor student progress on World Class Outcomes.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: Intervention Specialist collaborates with students – and supports teacher collaboration with students --to use quality formative assessments/tasks that monitor student progress toward mastery of World Class Outcomes during stage 2.
E: Intervention Specialist creates or selects formative assessments/tasks to monitor the progress of all students toward mastery of World Class Outcomes.
PE: Intervention Specialist uses formative assessments/tasks at grading periods, and other periodic check points, and collaborates with teachers to monitor student progress toward mastery of World Class Outcomes.
I: Intervention Specialist uses limited formative assessments/tasks to monitor student progress on World Class Outcomes.
2.2 Intervention Specialist uses a balanced assessment approach including interim assessments that provide an appraisal at benchmarks to determine student progress on World Class Outcomes.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective

<p>HE: Intervention Specialist collaborates with students – and supports teacher collaboration with students --to use quality interim assessments/tasks that provide an appraisal at benchmarks to monitor student progress toward mastery of World Class Outcomes during stage 2.</p> <p>E: Intervention Specialist creates or selects interim assessments/tasks that provide an appraisal at benchmarks and collaborates with teachers to monitor the progress of students toward mastery of World Class Outcomes.</p> <p>PE: Intervention Specialist uses interim assessments/tasks, at grading periods and other required reporting periods, and collaborates with teachers to monitor student progress toward mastery of World Class Outcomes.</p> <p>I: Intervention Specialist uses limited interim assessments/tasks to monitor student progress on World Class Outcomes.</p>
<p>2.3 Intervention Specialist uses a balanced assessment approach, including summative assessments, to measure student performance of World Class Outcomes at the end of the learning process.</p>
<p style="text-align: center;">④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: Intervention Specialist collaborates with students – and supports teacher collaboration with students --to use quality summative assessments/tasks that provide a comprehensive performance demonstration of mastery of World Class Outcomes during stage 2. *World Class Target Prerequisite: Authentic Assessment (1 of 4)</p> <p>E: Intervention Specialist collaborates with teachers to create or select summative assessments/tasks that provide a comprehensive performance demonstration of mastery of World Class Outcomes.</p> <p>PE: Intervention Specialist uses summative assessments/tasks, at grading periods and other periodic check points, and collaborates with teachers to evaluate student progress toward mastery of World Class Outcomes.</p> <p>I: Intervention Specialist uses limited summative assessments/tasks to evaluate student progress on World Class Outcomes.</p>
<p>2.4 Intervention Specialist provides each student with specific, timely, and personalized feedback on World Class Outcomes.</p>
<p style="text-align: center;">4 Point Matrix</p>
<p>HE: Intervention Specialist collaborates with students – and supports teacher collaboration 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. * World Class Target Prerequisite: Authentic Assessment (2 of 4), Student Engagement (1 of 2)</p> <p>E: Intervention Specialist collaborates with teachers to facilitate feedback to students on their progress toward mastery of World Class Outcomes from formative, interim, and summative assessments.</p> <p>PE: Intervention Specialist collaborates with teachers to provide feedback to students, at grading periods and other periodic check points, on progress toward mastery of World Class Outcomes.</p> <p>I: Intervention Specialist provides minimal, generic, or no feedback to students.</p>
<p>2.5 Intervention Specialist uses performance assessments/tasks that require students to demonstrate the 4Cs (Creativity, Communication, Collaboration, and Critical Thinking).</p>
<p style="text-align: center;">4 Point Matrix</p>
<p>HE: Intervention Specialist collaborates with students – and supports teacher collaboration 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. * World Class Target Prerequisite: Authentic Assessment (3 of 4)</p> <p>E: Intervention Specialist collaborates with teachers to create or select performance assessments/tasks that allow students to demonstrate expertise in all 4 Cs, as articulated in the 4 Cs rubrics.</p> <p>PE: Intervention Specialist collaborates with teachers to create or select performance assessments/tasks that allow students to demonstrate expertise in some of the 4 Cs, as articulated in the 4 Cs rubrics.</p> <p>I: Intervention Specialist does not measure student understanding of the 21st century skills.</p>
<p>2.6 Intervention Specialist 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) where authentic.</p>
<p style="text-align: center;">④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: Intervention Specialist collaborates with students – and supports teacher collaboration with students -- to develop/identify personalized performance assessments/tasks that allow students to demonstrate expertise in all relevant 21st century skills by establishing measurement standards that include specific criteria for each level of performance. * World Class Target Prerequisite: Authentic Assessment (4 of 4), 21st Century Skills (2 of 4)</p> <p>E: Intervention Specialist collaborates with teachers to create or select performance assessments/tasks that measure all relevant 21st century skills by establishing measurement standards that include specific criteria for each level of performance.</p> <p>PE: Intervention Specialist collaborates with teachers to create or select performance assessments/tasks that measure some of the relevant 21st century skills with measurement standards that include specific criteria for each level of performance.</p> <p>I: Intervention Specialist does not measure student understanding of the 21st century skills.</p>
<p>2.7 Intervention Specialist uses a balanced assessment approach and body of evidence to collaboratively identify students for targeted programming to address their learning needs.</p>
<p style="text-align: center;">④ Always ① Not always</p>
<p>Standard 3 – INSTRUCTION: Intervention Specialist facilitates learning opportunities that inspire students to achieve World Class Outcomes.</p>
<p>3.1 Intervention Specialist uses backward planning to facilitate student mastery of World Class Outcomes.</p>

4 Point Matrix
<p>HE: Intervention Specialist supports teachers to personalize the planning process in the selection of enduring understandings, essential questions, and World Class Outcomes based on students' individual needs. Next, in stage 2, the specialist supports teachers in the selection of differentiated performance assessments to measure student mastery of the World Class Outcomes in stage 1. Finally, in stage 3, the specialist supports teachers in constructing 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.</p> <p>* World Class Target Prerequisite: Backward Planning (3 of 3)</p>
<p>E: Intervention Specialist supports teachers with the planning process in the selection of enduring understandings, essential questions, and World Class Outcomes. Next, in stage 2, the specialist support teachers in the selection of performance assessments to measure student mastery of the World Class Outcomes in stage 1. Finally, in stage 3, the specialist supports teachers in constructing learning opportunities that facilitate student mastery of the World Class Outcomes identified in stage 1.</p>
<p>PE: Intervention Specialist's planning process includes some components of backward planning.</p>
<p>I: Intervention Specialist begins the planning process by selecting a learning activity.</p>
3.2 Intervention Specialist uses balanced assessment data to plan World Class Learning Opportunities.
4 Point Matrix
<p>HE: Intervention Specialist collaborates with students – and supports teacher collaboration with students – to review previous summative 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 specialist practice.</p>
<p>E: Intervention Specialist collaborates with teachers to use 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 specialist practice.</p>
<p>PE: Intervention Specialist collaborates with teachers to use previous summative data and current formative and interim data to construct learning opportunities that facilitate the mastery of World Class Outcomes.</p>
<p>I: Intervention Specialist uses limited data to plan learning opportunities.</p>
3.3 Intervention Specialist facilitates differentiated learning opportunities for all students to master World Class Outcomes.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<p>HE: Intervention Specialist collaborates with students – and supports teacher collaboration 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.</p> <p>* World Class Target Prerequisite: Advocacy for All (1 of 3), Sustainable Learning (1 of 4)</p>
<p>E: Intervention Specialist collaborates with teachers to offer 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.</p>
<p>PE: Intervention Specialist collaborates with teachers to offer students more than one learning opportunity.</p>
<p>I: Intervention Specialist offers one learning opportunity for all students.</p>
3.4 Intervention Specialist facilitates learning opportunities that require students to use higher order thinking skills (analyze, evaluate, and create) to master World Class Outcomes.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<p>HE: Intervention Specialist collaborates with students – and supports teacher collaboration with students – to facilitate learning opportunities that require students to use new understandings and skills to analyze, evaluate, and create a relevant product.</p> <p>* World Class Target Prerequisite: Sustainable Learning (2 of 4)</p>
<p>E: Intervention Specialist collaborates with teachers to facilitate learning opportunities that require students to use new understandings and skills to analyze, evaluate, and create.</p>
<p>PE: Intervention Specialist collaborates with teachers to facilitate learning opportunities that require students to know, understand, and apply information and skills.</p>
<p>I: Intervention Specialist facilitates learning opportunities that require students to memorize and recall information.</p>
3.5 Intervention Specialist facilitates learning opportunities that engage all students.
4 Point Matrix
<p>HE: Intervention Specialist collaborates with students – and supports teacher collaboration 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.</p> <p>* World Class Target Prerequisite: Student Engagement (1 of 2), Sustainable Learning (3 of 4)</p>
<p>E: Intervention Specialist collaborates with teachers 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.</p>
<p>PE: Intervention Specialist collaborates with teachers to facilitate sustainable learning opportunities for students.</p>
<p>I: Intervention Specialist facilitates activities.</p>
3.6 Intervention Specialist facilitates learning opportunities for all students to use World Class Tools to learn World Class Outcomes.
4 Point Matrix

<p>HE: Intervention Specialist collaborates with students – and supports teacher collaboration with students – to develop/identify learning opportunities for all students to use technology-based, World Class Tools to construct their learning and demonstrate mastery of World Class Outcomes. <i>* World Class Target Prerequisite: Sustainable Learning (4 of 4)</i></p>
<p>E: Intervention Specialist facilitates learning opportunities for all students to use technology-based, World Class Tools to construct their learning and demonstrate mastery of World Class Outcomes.</p>
<p>PE: Intervention Specialist uses technology to facilitate instruction and provides opportunities for students to use technology in the learning environment.</p>
<p>I: Intervention Specialist and student use of technology is limited.</p>
<p>3.7 Intervention Specialist facilitates learning opportunities that require students to use the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).</p>
<p>4 Point Matrix</p>
<p>HE: Intervention Specialist collaborates with students – and supports teacher collaboration with students – to facilitate differentiated learning opportunities, with clear learning objectives, for each student to develop the 4Cs (creativity, collaboration, communication, and critical thinking skills). <i>* World Class Target Prerequisite: 21st Century Skills (3 of 4)</i></p>
<p>E: Intervention Specialist collaborates with teachers to naturally integrate 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: Intervention Specialist collaborates with teachers to provide learning opportunities for students to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills).</p>
<p>I: Intervention Specialist provides isolated events or activities on the 4 Cs.</p>
<p>3.8 Intervention Specialist 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) where authentic.</p>
<p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: Intervention Specialist collaborates with students – and supports teacher collaboration with students – to facilitate learning opportunities that require students to use 21st century skills. <i>* World Class Target Prerequisite: 21st Century Skills (4 of 4)</i></p>
<p>E: Intervention Specialist collaborates with teachers to naturally integrate learning opportunities that require students to develop 21st century skills.</p>
<p>PE: Intervention Specialist collaborates with teachers to provide learning opportunities for students to develop 21st century skills, where authentic.</p>
<p>I: Intervention Specialist provides isolated events or activities on 21st century skills that are not connected to other learning.</p>
<p>3.9 Intervention Specialist demonstrates content-area expertise while facilitating student mastery of World Class Outcomes.</p>
<p>4 Point Matrix</p>
<p>HE: Intervention Specialist demonstrates strong content area knowledge (including literacy and numeracy) aligned to the GVC 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. <i>* World Class Target Prerequisite: Leadership (1 of 4)</i></p>
<p>E: Intervention Specialist demonstrates content area knowledge (including literacy and numeracy) aligned with the GVC.</p>
<p>PE: Intervention Specialist demonstrates a superficial understanding of content aligned with GVC.</p>
<p>I: Intervention Specialist demonstrates a lack of content knowledge aligned with the GVC.</p>
<p>Standard 4 – CULTURE & CLIMATE: Intervention Specialist models and collaborates with students to create a respectful and restorative culture and climate.</p>
<p>4.1 Intervention Specialist models and collaborates with students to create an environment that is safe.</p>
<p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: Intervention Specialist collaborates with students – and supports teacher collaboration with students – to construct and maintain a learning environment that is both physically and emotionally safe for all students. <i>* World Class Target Prerequisite: Restorative Practices (1 of 4)</i></p>
<p>E: Intervention Specialist facilitates an environment that is both physically and emotionally safe for all students.</p>
<p>PE: Intervention Specialist presents rules to achieve a learning environment that is physically and emotionally safe.</p>
<p>I: The learning environment is not physically and/or emotionally safe.</p>
<p>4.2 Intervention Specialist facilitates and/or supports opportunities for students to construct, understand, and practice a restorative learning environment.</p>
<p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: Intervention Specialist collaborates with classroom teacher and students to support and maintain a restorative learning community. Specialist supports 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></p>
<p>E: Intervention Specialist supports opportunities for students to develop a restorative learning community. Specialist supports 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: Intervention Specialist provides the opportunity for students to give input into the rules of the learning environment. Specialist treats all students in a fair and equitable manner.</p>
<p>I: Intervention Specialist shares the rules of the learning environment with all students and rules are not uniformly applied to all students.</p>

4.3 Intervention Specialist establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: Intervention Specialist collaborates with students – and supports teacher collaboration with students – 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: Intervention Specialist facilitates an environment where students express different points of view in a safe and respectful environment.
PE: Intervention Specialist promotes an environment where some students feel safe to express different points of view.
I: Intervention Specialist establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
4.4 Intervention Specialist models and establishes positive relationships with all students.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: Intervention Specialist respectfully interacts with every student as an individual and differentiates their interactions based on their knowledge of each student, inside and outside the classroom. * <i>World Class Target Prerequisite: Restorative Practices (4 of 4), Advocacy for All (3 of 3)</i>
E: Intervention Specialist respectfully interacts with all students.
PE: Intervention Specialist creates a learning environment that encourages and builds positive relationships with most students.
I: Intervention Specialist creates a learning environment where students are directed to interact respectfully.
Standard 5 – PROFESSIONALISM: Intervention Specialist demonstrates professional growth and development, leadership, and professionalism.
5.1 Intervention Specialist works collaboratively with colleagues for the benefit of students.
4 Point Matrix
HE: Intervention Specialist creates/leads collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Specialist works with school teams/administration to provide enriched opportunities for students. * <i>World Class Target Prerequisite: Leadership (2 of 4)</i>
E: Intervention Specialist participates on collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Specialist works with school teams/administration to provide enriched opportunities for students.
PE: Intervention Specialist participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: Intervention Specialist participates as required, and collaboration with colleagues is limited to cordial relationships.
5.2 Intervention Specialist creates a professional growth plan that is aligned to growth areas identified through Balanced Assessment System, teacher evaluation, World Class Education Targets, and/or Professional Pathway goals.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: Intervention Specialist 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 & Development (1 of 2)</i>
E: Intervention Specialist 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: Intervention Specialist 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: Intervention Specialist 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 Intervention Specialist demonstrates application of professional learning to practice.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: Intervention Specialist engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues to improve teaching practice, and successfully implements and measures impact of all professional development in classroom practice. * <i>World Class Target Prerequisite: Leadership (3 of 4), Professional Growth & Development (2 of 2)</i>
E: Intervention Specialist engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues, and implements professional development in classroom practice.
PE: Intervention Specialist implements new knowledge or skills learned through professional development.
I: Intervention Specialist participates in low-level or limited professional development. Specialist links professional development to professional practice on a limited basis.
5.4 Intervention Specialist differentiates communication with families based on the individual needs of the student.
4 Point Matrix

<p>HE: Intervention Specialist 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.</p> <p>* World Class Target Prerequisite: Parent Satisfaction (1 of 1)</p>
<p>E: Intervention Specialist 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.</p>
<p>PE: Intervention Specialist differentiates communication with families to help students meet education goals.</p>
<p>I: Intervention Specialist communicates with families regarding student progress and educational goals as required.</p>
<p>5.5 Intervention Specialist demonstrates professional and ethical conduct including following all laws, district policies and procedures.</p>
<p style="text-align: center;">④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: Intervention Specialist leads and models professional behavior within the building and throughout the district and community.</p> <p>* World Class Target Prerequisite: Leadership (4 of 4)</p>
<p>E: Intervention Specialist demonstrates professional behavior in meeting all expectations, both legal and school/district.</p>
<p>PE: Intervention Specialist is compliant with legal and school/district expectations.</p>
<p>I: Intervention Specialist does not meet legal and school/district expectations.</p>