

CITE 2013 – Mental Health

Standard 1 – OUTCOMES: Mental Health Professional (MH) selects World Class Outcomes (Goals).
1.1 MH selects World Class Outcomes (goals) incorporating the Comprehensive Health Standards, Access Skills (communication, problem solving, decision making, organization, intra/inter personal skills, and self-advocacy), and/or Post-Secondary Skills (independence, community, socialization, vocational, and higher learning).
(4) 91- 100% of the time (3) 80-90% (2) 51-79% (1) < 50%
1.2 MH selects World Class Outcomes (goals) that integrate content into other disciplines.
4 Point Matrix
HE: MH demonstrates thorough application of the developmentally appropriate World Class Outcomes (goals) by incorporating the Comprehensive Health Standards, Access Skills and/or Post-Secondary Skills, that are naturally integrative with other disciplines (including literacy and numeracy) based on the student's communication, cognitive, social-emotional, academic and developmental level. * World Class Target Prerequisite: Backward Planning (1 of 3)
E: MH demonstrates knowledge of the developmentally appropriate World Class Outcomes (goals) by incorporating the Comprehensive Health Standards, Access Skills and/or Post-Secondary Skills, and selecting World Class Outcomes (goals) that are naturally integrative with other disciplines (including literacy and numeracy) based on the student's communication, cognitive, social-emotional, academic and developmental level.
PE: MH selects World Class Outcomes (goals) that have connections to other disciplines.
I: MH selects World Class Outcomes (goals) that have minimal connections to other disciplines.
1.3 MH selects differentiated World Class Outcomes (goals).
4 Point Matrix
HE: MH collaborates with students and multidisciplinary team to select personalized, developmentally appropriate (based on age, cognitive and/or social/emotional abilities) World Class Outcomes identified in the student's individual education plan (IEP), RtI, 504 etc. * World Class Target Prerequisite: Backward Planning (2 of 3)
E: : MH plans personalized, differentiated learning (goals) that is developmentally appropriate (based on age, cognitive and/or social/emotional abilities) during stage 1 of backward planning, as part of their individual education plan (IEP), RtI, and/or 504 etc.
PE: MH plans learning (goals) that addresses the specific learning needs of the student.
I: MH uses a template or menu of prescribed outcomes (goals).
1.4 MH evaluates assessment data to select (or refine) World Class Outcomes (goals).
4 Point Matrix
HE: MH collaborates with students and multidisciplinary team to evaluate their data from a Balanced Assessment System (BAS) (cognitive, social-emotional, academic, and developmental level) to select and/or refine World Class Outcomes (goals) in IEP, RtI, 504 etc., identified in stage 1 of backward planning.
E: MH evaluates data from a Balanced Assessment System (BAS) (cognitive, social-emotional, academic, and developmental level) to select or refine World Class Outcomes (goals) in IEP, RtI, 504 etc., identified in stage 1 of backward planning.
PE: MH uses data from a Balanced Assessment System (BAS) (cognitive, social-emotional, academic, and developmental level) to select World Class Outcomes (goals).
I: MH does not consider data to select outcomes (goals).
1.5 MH 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: MH collaborates with students and multidisciplinary team to select one or more 21 st century skills that are naturally integrative in student's IEP, RtI, 504 etc., during stage 1 of backward planning. * World Class Target Prerequisite: 21st Century Skills (1 of 4)
E: MH plans for the natural integration of 1 or more 21 st century skills during stage 1 of backward planning, in student's IEP, RtI, 504 etc., where authentic.
PE: MH includes 21 st century skills in student's IEP, RtI, 504 etc.
I: MH makes no effort to include 21 st century skills in student's IEP, RtI, 504 etc.
Standard 2 --ASSESSMENT: Mental Health Professional (MH) uses performance assessments that require students to demonstrate World Class Outcomes (goals).
2.1 MH uses a balanced assessment approach including formative assessments that monitor student progress on World Class Outcomes (goals).
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: MH collaborates with multidisciplinary team to create or select quality formative assessments/tasks (formal and informal, record review, WISC IV, DAS2, BRIEF, BASC-2, CBCL, Vineland, ABAS, observations, interviews) that monitor student progress toward establishing baseline student performance of World Class Outcomes (goals).
E: MH creates or selects formative assessments/tasks to monitor the progress toward establishing baseline student performance of World Class Outcomes (goals).
PE: MH uses formative assessments/tasks for initial process, and/or other periodic check points, to monitor the progress toward establishing baseline student performance of World Class Outcomes (goals).

I: MH uses limited formative assessments/tasks to monitor the progress toward establishing baseline student performance of World Class Outcomes (goals).
2.2 MH uses a balanced assessment approach including interim assessments that provide an appraisal at benchmarks to determine student progress on World Class Outcomes (goals).
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: MH collaborates with multidisciplinary team to create or select quality interim assessments/tasks (observations, interviews, progress monitoring tools, rubrics) that provide an appraisal at benchmarks to monitor student progress toward mastery of World Class Outcomes (goals).
E: MH creates or selects interim assessments/tasks that provide an appraisal at benchmarks to monitor the progress of general and special education students toward mastery of World Class Outcomes (goals).
PE: MH uses interim assessments/tasks, only at required reporting periods, to monitor student progress toward mastery of World Class Outcomes (goals).
I: MH uses limited interim assessments/tasks to monitor student progress on World Class Outcomes (goals).
2.3 MH uses a balanced assessment approach including summative assessments to measure student performance of World Class Outcomes (goals) at the end of the learning process.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: MH collaborates with multidisciplinary team to create or select quality summative assessments/tasks (skill demonstration, observations, interviews, repeat some formative assessments) that demonstrates mastery of World Class Outcomes (goals) during stage 2. <i>* World Class Target Prerequisite: Authentic Assessment (1 of 4)</i>
E: MH creates or selects summative assessments/tasks that demonstrates mastery of World Class Outcomes (goals).
PE: MH uses summative assessments/tasks, at annual reviews and/or other periodic check points, to evaluate student progress toward mastery of World Class Outcomes (goals).
I: MH uses limited summative assessments/tasks to evaluate student progress on World Class Outcomes (goals).
2.4 MH provides students and/or stakeholders (parents/guardians, teachers, administration, outside specialists) with specific, timely, and personalized feedback on World Class Outcomes (goals).
4 Point Matrix
HE: MH collaborates with students and multidisciplinary team to facilitate personalized feedback that provides the learner with actionable information on progress toward mastery of World Class Outcomes (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>
E: MH facilitates feedback to students and stakeholders (parents/guardians, teachers, administration, outside specialists) on their progress toward mastery of World Class Outcomes (goals) from formative, interim, and summative assessments.
PE: MH provides feedback to students and stakeholders (parents/guardians, teachers, administration, outside specialists) only at annual reviews and/or other periodic check points on progress toward mastery of World Class Outcomes (goals).
I: MH provides minimal, generic, or no feedback.
2.5 MH uses performance assessments/tasks that require students to demonstrate Access Skills (communication, problem solving, decision making, organization, intra/inter personal skills, and self-advocacy) and Post-Secondary Skills (independence, community, socialization, vocational, and higher learning).
4 Point Matrix
HE: MH collaborates with students and multidisciplinary team to create or select personalized, performance assessments/tasks that allow students to demonstrate application of access skills and post-secondary skills, and evident through student-determined demonstrations of learning. <i>* World Class Target Prerequisite: Authentic Assessment (3 of 4)</i>
E: MH creates or selects personalized, performance assessments/tasks that allow students to demonstrate application of access skills and post-secondary skills.
PE: MH creates or selects performance assessments/tasks that allow students to demonstrate application in some of the access skills and post-secondary skills.
I: MH does not measure student demonstration of access skills.
2.6 MH 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.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: MH collaborates with students and multidisciplinary team to create or select personalized performance assessments/tasks that allow students to demonstrate expertise in all relevant 21 st century skills by establishing measurement standards. <i>* World Class Target Prerequisite: Authentic Assessment (4 of 4), 21st Century Skills (2 of 4)</i>
E: MH creates or selects performance assessments/tasks that measure all relevant 21 st century skills by establishing measurement standards.
PE: MH creates or selects performance assessments/tasks that measure some of the relevant 21 st century skills with measurement standards.
I: MH does not measure student understanding of the 21 st century skills.
Standard 3 – INSTRUCTION: Mental Health Professional (MH) facilitates learning opportunities that inspire students to achieve World Class Outcomes (goals).
3.1 MH uses a backward planning format to facilitate student mastery of World Class Outcome (goals).
4 Point Matrix

<p>HE: MH personalizes the planning process by selecting enduring understandings, essential questions, and World Class Outcomes (goals) based on each student's individual needs and accounting for known barriers. Next, MH selects differentiated performance assessments to measure student progress towards mastery of the World Class Outcomes (goals). Finally, MH constructs personalized learning opportunities that facilitate student mastery of the World Class Outcomes (goals). All GVCs (World Class Outcomes) are taught in backward planned units.</p> <p><i>* World Class Target Prerequisite: Backward Planning (3 of 3)</i></p>
<p>E: MH begins the planning process by selecting enduring understandings, essential questions, and World Class Outcomes (goals) based on each student's individual needs and accounting for known barriers. Next, MH selects performance assessments to measure student progress towards mastery of the World Class Outcomes (goals). Finally, MH constructs learning opportunities that facilitate student mastery of the World Class Outcomes (goals) identified in stage 1.</p>
<p>PE: MH planning process includes some components of backward planning.</p>
<p>I: MH begins the planning process by selecting a learning activity.</p>
<p>3.2 MH uses data to plan World Class Learning Opportunities.</p>
<p>4 Point Matrix</p>
<p>HE: MH collaborates with students and multidisciplinary team 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 (goals) and improve MH practice.</p>
<p>E: MH 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 (goals), and improve MH practice.</p>
<p>PE: MH uses previous summative data and current formative and interim data (BAS) to construct learning opportunities that facilitate the mastery of World Class Outcomes (goals).</p>
<p>I: MH uses limited data to drive learning opportunities.</p>
<p>3.3 MH uses differentiated learning opportunities (reducing all possible barriers) for students to master World Class Outcomes (goals).</p>
<p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: MH collaborates with students and/or multidisciplinary team to develop personalized, sustainable learning opportunities, accounting for intra and inter personal factors including reciprocal aspects of home, school, community, which impact the student's learning and social experience, and uses this information to reduce barriers to learning, and maximize progress towards mastery of World Class Outcomes (goals). Evidence of differentiation in instruction for all students is observed in classroom practice.</p> <p><i>* World Class Target Prerequisite: Advocacy for All (1 of 3), Sustainable Learning (1 of 4)</i></p>
<p>E: MH develops personalized, sustainable learning opportunities, accounting for intra- and inter-personal factors including reciprocal aspects of home, school, community, which impact the student's learning and social experience, and uses this information to reduce barriers to learning, and maximize progress towards mastery of World Class Outcomes (goals). Evidence of differentiation in instruction for all students is observed in classroom practice.</p>
<p>PE: MH offers students learning opportunities with some consideration of student needs or barriers.</p>
<p>I: MH offers students one learning opportunity, with no consideration of student needs or barriers.</p>
<p>3.4 MH facilitates learning opportunities that require students to use higher order thinking skills (analyze, evaluate, and create) to master World Class Outcomes (goals).</p>
<p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: MH collaborates with students and/or multidisciplinary team to facilitate learning opportunities that require students to analyze, and evaluate in order to systematically apply new learning and skills, taking into consideration the student's cognitive, social-emotional and/or academic developmental level.</p> <p><i>* World Class Target Prerequisite: Sustainable Learning (2 of 4)</i></p>
<p>E: MH facilitates learning opportunities that require students to analyze, and evaluate in order to systematically apply new learning and skills, taking into consideration the student's cognitive, social-emotional and/or academic developmental level.</p>
<p>PE: MH facilitates learning opportunities that require students to know, understand, and apply information and skills, taking into consideration the student's cognitive, social-emotional and/or academic developmental level.</p>
<p>I: MH facilitates learning opportunities that require students to memorize and recall information.</p>
<p>3.5 MH facilitates learning opportunities that engage all students.</p>
<p>4 Point Matrix</p>
<p>HE: MH collaborates with students and/or multidisciplinary team 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><i>* World Class Target Prerequisite: Student Engagement (1 of 2), Sustainable Learning (3 of 4)</i></p>
<p>E: MH 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.</p>
<p>PE: MH facilitates sustainable learning opportunities for students.</p>
<p>I: MH supports and/or facilitates activities.</p>
<p>3.6 MH facilitates opportunities for students to use World Class Tools to learn World Class Outcomes (Goals).</p>
<p>4 Point Matrix</p>
<p>HE: Teacher collaborates with students and/or multidisciplinary team to develop/identify learning opportunities for students to use technology-based, World Class Tools (iPads, computers, programs, IC) to construct their learning and demonstrate mastery of World Class Outcomes (goals).</p> <p><i>* World Class Target Prerequisite: Sustainable Learning (4 of 4)</i></p>

E: Teacher facilitates learning opportunities for students to use technology-based, World Class Tools to construct their learning and demonstrate mastery of World Class Outcomes (goals).
PE: MH uses technology to facilitate instruction and provides opportunities for students to use technology in the classroom.
I: MH does not use technology to facilitate instruction or to provide opportunities for students to use technology in the classroom.
3.7 MH facilitates opportunities for students to develop Access Skills (Communication, problem solving, decision making, organization, intra/inter personal skills, and self-advocacy) and Post-Secondary Skills (independence, communication, social skills, vocational, and higher education).
4 Point Matrix
HE: MH collaborates with students and/or multidisciplinary team to facilitate differentiated opportunities, with clear learning objectives, for students to develop Access Skills and Post-Secondary Skills. <i>* World Class Target Prerequisite: 21st Century Skills (3 of 4)</i>
E: MH naturally integrates differentiated learning opportunities, with clear learning objectives, for students to develop Access Skills and Post-Secondary Skills.
PE: MH provides learning opportunities for students to develop Access Skills and Post-Secondary Skills.
I: MH provides isolated events or activities on Access Skills and Post-Secondary Skills.
3.8 MH facilitates learning opportunities for students to master 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: MH collaborates with students and/or multidisciplinary team to facilitate differentiated learning opportunities for each student to develop 21 st century skills. <i>* World Class Target Prerequisite: 21st Century Skills (4 of 4)</i>
E: MH naturally integrates learning opportunities for students to develop 21 st century skills.
PE: MH provides learning opportunities for students to develop 21 st century skills where authentic.
I: MH provides isolated events or activities on 21 st century skills that are not connected to other learning.
3.9 MH demonstrates content-area expertise in the domain of psycho-educational practice while facilitating student mastery of World Class Outcomes (Goals).
4 Point Matrix
HE: MH demonstrates mastery and expertise in relevant research of psycho-educational practice by accurately responding to student and/or stakeholders' questions, anticipating common misconceptions or misunderstandings, and knowing where the current learning is in the learning progression. <i>* World Class Target Prerequisite: Leadership (1 of 4)</i>
E: MH demonstrates knowledge of psycho-educational practice.
PE: MH demonstrates superficial knowledge of psycho-educational practice.
I: MH demonstrates a lack of knowledge of psycho-educational practice.
Standard 4 – CULTURE & CLIMATE: Mental Health Professional (MH) models and collaborates with students and/or stakeholders to create and/or support a respectful and restorative culture and climate.
4.1 MH models and collaborates with students and/or stakeholders to create and/or support an environment that is safe.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: MH models and collaborates with student and/or multidisciplinary team to establish and/or support an environment that is physically and emotionally safe, and predictable at the individual, classroom, school-wide and/or community level. <i>* World Class Target Prerequisite: Restorative Practices (1 of 4)</i>
E: MH facilitates an environment that is physically and emotionally safe, and predictable at the individual, classroom, and school-wide level.
PE: MH presents an environment that is physically and emotionally safe, and predictable at the individual, classroom, and school-wide level.
I: MH inconsistently supports an environment that is physically and emotionally safe.
4.2 MH facilitates opportunities for students to construct, understand, and participate in Restorative Communities.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: MH collaborates with students and/or multidisciplinary team to form and maintain a restorative community. MH facilitates positive opportunities for students and/or stakeholders 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: MH facilitates and/or supports the opportunity for students to develop a restorative community. MH facilitates positive opportunities for students and stakeholders to have a voice in their community, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed.
PE: MH provides the opportunity for students to give input into classroom, and/or community rules/norms. MH treats students and/or stakeholders in a fair and equitable manner.
I: MH posts/decides class and/or community rules/norms where they are readily available to students.
4.3 MH establishes and/or supports an environment that honors student differences and facilitates and/or supports opportunities for students to explore and respect different points of view.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

<p>HE: MH collaborates with students and/or multidisciplinary team to facilitate and/or support an inclusive environment where students express different points of view in a safe and respectful atmosphere. MH uses practices sensitive to cultural, socio-economic and linguistic differences.</p> <p><i>* World Class Target Prerequisite: Restorative Practices (3 of 4), Advocacy for All (2 of 3)</i></p>
<p>E: MH facilitates and/or supports an inclusive environment where students and/or stakeholders express different points of view in a safe and respectful atmosphere. MH uses practices sensitive to cultural, socio-economic and linguistic differences.</p>
<p>PE: MH presents an inclusive environment where some students and/or stakeholders can express different points of view in a safe and respectful atmosphere.</p>
<p>I: MH inconsistently responds to a reactive environment that promotes limited points of view and deals with concerns as they arise.</p>
<p>4.4 MH models and establishes positive relationships with all students.</p>
<p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: MH respectfully interacts with all students as individuals and differentiates their interactions based on their knowledge of each student and/or their situation inside and outside of the classroom. MH builds relationships based on their knowledge of each student's unique interests and strengths.</p> <p><i>* World Class Target Prerequisite: Restorative Practices (4 of 4), Advocacy for All (3 of 3)</i></p>
<p>E: MH respectfully interacts with all students.</p>
<p>PE: MH builds positive relationships with most students.</p>
<p>I: MH directs students.</p>
<p>4.5 MH establishes and/or supports an environment that bridges relationships with families and other stakeholders.</p>
<p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: MH promotes and implements practices sensitive to the reciprocal nature of cultural, socio-economic and linguistic differences to build bridges between home, school and community.</p>
<p>E: MH uses practices sensitive to cultural, socio-economic and linguistic differences to build bridges between home, school and community.</p>
<p>PE: MH supports an environment that bridges relationships with families.</p>
<p>I: MH interacts with families only when directed.</p>
<p>4.6 MH demonstrates knowledge of crisis prevention, preparedness, response and recovery.</p>
<p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: MH applies knowledge and <u>leads</u> implementation of safety interventions (suicide assessment, threat assessment, child abuse reporting, crisis prevention and intervention) based on emergent needs identified through collaboration and situational awareness. MH uses professional judgment to determine responses, based on severity and significance, necessary to follow up and protect all students and/or stakeholders.</p>
<p>E: MH applies knowledge and implements safety intervention (suicide assessment, threat assessment, child abuse reporting, crisis prevention and intervention) based on emergent needs identified through collaboration and situational awareness. MH uses professional judgment to determine responses, based on severity and significance, necessary to follow up and protect all students and/or stakeholders.</p>
<p>PE: MH has knowledge and implements safety intervention (suicide assessment, threat assessment, child abuse reporting, crisis prevention and intervention) when directed. Uses professional judgment to determine responses, based on severity and significance, necessary to follow up and protect all students and stakeholders.</p>
<p>I: MH implements safety intervention according to DCSD approved protocols.</p>
<p>Standard 5 – PROFESSIONALISM: Mental Health Professional demonstrates professional growth and development, leadership and professionalism.</p>
<p>5.1 MH works collaboratively with colleagues and other stakeholders for the benefit of students.</p>
<p>4 Point Matrix</p>
<p>HE: MH creates/leads collaborative teams that include all colleagues and other stakeholders who support that student to provide high quality, integrated wrap-around support. Teacher works with school teams/administration to provide enriched opportunities for students.</p> <p><i>* World Class Target Prerequisite: Leadership (2 of 4)</i></p>
<p>E: MH participates on collaborative teams that include all colleagues and other stakeholders who support that student to provide high quality, integrated wrap-around support. Teacher works with school teams/administration to provide enriched opportunities for students.</p>
<p>PE: MH participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues and other stakeholders.</p>
<p>I: MH participates as required, and collaboration with colleagues and other stakeholders is limited to cordial relationships.</p>
<p>5.2 MH creates a professional growth plan that is aligned with growth areas as identified through a balanced assessment system, MH evaluation, World Class Education Targets, and/or Professional Pathways goals.</p>
<p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: MH 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.</p> <p><i>* World Class Target Prerequisite: Professional Growth & Development (1 of 2)</i></p>
<p>E: MH creates a professional growth plan based on prioritized needs identified in CITE, the UIP, and are aligned to the district strategic plan – specifically, the DCSD learning progression.</p>
<p>PE: MH creates a professional growth plan aimed at acquiring new skills to improve learning that is related to CITE, the UIP, and are aligned to the district strategic plan – specifically, the DCSD learning progression.</p>
<p>I: MH creates a professional growth plan unrelated to CITE, the UIP, or are aligned to the district strategic plan – specifically, the DCSD learning progression.</p>

5.3 MH demonstrates application of professional learning to practice.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: MH engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues to improve practice, and successfully implements and measures impact of all professional development in the educational setting. * <i>World Class Target Prerequisite: Leadership (3 of 4), Professional Growth & Development (2 of 2)</i>
E: MH engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues, and implements professional development in educational setting.
PE: MH implements new knowledge or skills learned through professional development.
I: MH participates in low-level or limited professional development. MH links professional development to professional practice on a limited basis.
5.4 MH differentiates communication with families and/or stakeholders based on the individual needs of the student.
4 Point Matrix
HE: MH fosters a reciprocal relationship with families and/or stakeholders, differentiates communication using a variety of methods, formats and timelines and maximizes home/school/community connections by coordinating information and resources to and from families and/or stakeholders and advocates for students in order to help students master World Class Outcomes (goals). * <i>World Class Target Prerequisite: Parent Satisfaction (1 of 1)</i>
E: MH differentiates communication using a variety of methods, formats, and timelines, and provides information and resources to families and other stakeholders about the individual needs of students, and advocates for students, in order to help the student master World Class Outcomes (goals).
PE: MH differentiates communication with families and stakeholders about the individual needs of students in order to help students meet education goals.
I: MH communicates with families and stakeholders about the individual needs and progress of students when required.
5.5 MH demonstrates professional and ethical conduct including following all laws, district policies and procedures.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: MH 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: MH demonstrates professional behavior in meeting all expectations, both legal and school/district.
PE: MH is compliant with legal and school/district expectations.
I: MH does not meet legal and school/district expectations.

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