

CITE 2013 – Moderate Needs Learning Specialist

Standard 1 – OUTCOMES: Teacher selects World Class Outcomes.
1.1 Learning Specialist 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 Learning Specialist selects skills needed to access World Class Outcomes that integrate content with student transition plans and other disciplines.
4 Point Matrix
HE: Learning Specialist 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 and numeracy, and connected to goals from multidisciplinary team) that are naturally integrative during stage 1 of backward planning. <i>* World Class Target Prerequisite: Backward Planning (1 of 3)</i>
E: Learning Specialist 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 and numeracy, and connected to goals from multidisciplinary team) that are naturally integrative during stage 1 of backward planning.
PE: Learning Specialist selects World Class Outcomes that have connections to other disciplines.
I: Learning Specialist selects outcomes that include minimal connections to other disciplines.
1.3 Learning Specialist selects differentiated World Class Outcomes.
4 Point Matrix
HE: Learning Specialist collaborates with students and multidisciplinary 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: Learning Specialist plans personalized, differentiated learning that is developmentally appropriate (linked to IEP goals) during stage 1 of backward planning.
PE: Learning Specialist plans learning that addresses specific learning needs of some students.
I: Learning Specialist uses the publishers' scope & sequence, example lesson plans, and pacing guides to select outcomes.
1.4 Learning Specialist evaluates assessment data to select (or refine) skills needed to access World Class Outcomes.
4 Point Matrix
HE: Learning Specialist collaborates with multidisciplinary team and students to evaluate their data from the Balanced Assessment System (BAS) to select or refine skills needed to access the World Class Outcomes identified in stage 1 of backward planning. This personalization may be part of the student's personal learning plan or IEP.
E: Learning Specialist evaluates data from the Balanced Assessment System (BAS) to select or refine skills needed to access the World Class Outcomes during stage 1 of backward planning.
PE: Learning Specialist uses data from the Balanced Assessment System (BAS) to select skills needed to access the World Class Outcomes.
I: Learning Specialist does not consider data to select outcomes.
1.5 Learning 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: Learning Specialist collaborates with students and multi-disciplinary team to select one or more 21st century skills that are naturally integrative during stage one of backward planning. <i>* World Class Target Prerequisite: 21st Century Skills (1 of 4)</i>
E: Learning Specialist plans for the natural integration of one or more 21st century skills during stage 1 of backward planning, where authentic.
PE: Learning Specialist selects 21st century skills during stage 1 of backward planning.
I: Learning Specialist makes no effort to select 21st century skills.
Standard 2 – ASSESSMENT: Teacher uses performance assessments that require students to demonstrate World Class Outcomes.
2.1 Learning Specialist uses a balanced assessment approach including formative assessments that monitor student progress toward transitional goals and mastery of (skills that give access to) World Class Outcomes.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: Learning Specialist collaborates with students and multidisciplinary team to use quality formative assessments/tasks that monitor student progress toward transitional goals and mastery of (skills that give access to) World Class Outcomes during stage 2.
E: Learning Specialist creates or selects formative assessments/tasks to determine eligibility and/or monitor the progress of all students toward transitional goals and mastery of (skills that give access to) World Class Outcomes.
PE: Learning Specialist uses formative assessments/tasks, at grading periods and other periodic checkpoints, to monitor student progress toward transitional goals and mastery of (skills that give access to) World Class Outcomes.
I: Learning Specialist uses limited formative assessments/tasks to monitor student progress on World Class Outcomes.
2.2 Learning Specialist uses a balanced assessment approach including interim assessments that provide an appraisal at benchmarks to determine student progress toward transitional goals and mastery of (skills that give access to) World Class Outcomes.

4 Point Matrix
HE: Learning Specialist collaborates with students and multidisciplinary team to use quality interim assessments/tasks that provide an appraisal at benchmarks to monitor student progress toward transitional goals and mastery of (skills that give access to) World Class Outcomes during stage 2.
E: Learning Specialist creates or selects interim assessments/tasks that provide an appraisal at benchmarks to monitor the progress of all students toward transitional goals and mastery of (skills that give access to) World Class Outcomes.
PE: Learning Specialist uses interim assessments/tasks, at grading periods and other required reporting periods, to monitor student progress toward transitional goals and mastery of (skills that give access to) World Class Outcomes.
I: Learning Specialist uses limited interim assessments/tasks to monitor student progress on World Class Outcomes.
2.3 Learning Specialist uses a balanced assessment approach including summative assessments to measure student performance of transitional goals and mastery of (skills that give access to) World Class Outcomes at the end of the learning process.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Learning Specialist collaborates with all students and multidisciplinary team to use quality summative assessments/tasks to determine eligibility and/or provide a comprehensive understanding of the students' progress towards transitional goals and mastery of (skills that give access to) World Class Outcomes during stage 2.
* World Class Target Prerequisite: Authentic Assessment (1 of 4)
E: Learning Specialist creates or selects summative assessments/tasks that provide a comprehensive performance demonstration of transitional goals and mastery of (skills that give access to) World Class Outcomes.
PE: Learning Specialist uses summative assessments/tasks, at grading periods and other periodic checkpoints, to evaluate student progress toward transitional goals and mastery of (skills that give access to) World Class Outcomes.
I: Learning Specialist uses limited summative assessments/tasks to evaluate student progress on World Class Outcomes.
2.4 Learning Specialist provides each student with specific, timely, and personalized feedback on transitional goals and mastery of (skills that give access to) World Class Outcomes.
4 Point Matrix
HE: Learning Specialist collaborates with all students and multidisciplinary team to facilitate personalized feedback that provides the learner with actionable information on progress toward transitional goals and mastery of (skills that give access to) World Class Outcomes through analysis of balanced assessment data including formative, interim, and summative assessments.
* World Class Target Prerequisite: Authentic Assessment (2 of 4), Student Engagement (1 of 2)
E: Learning Specialist facilitates feedback to students on their progress toward transitional goals and mastery of (skills that give access to) World Class Outcomes including formative, interim, and summative assessments.
PE: Learning Specialist provides feedback to students, at grading periods and other periodic check points, on progress toward transitional goals and mastery of (skills that give access to) World Class Outcomes.
I: Learning Specialist provides minimal, generic, or no feedback to students.
2.5 Learning Specialist uses performance assessments/tasks that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).
4 Point Matrix
HE: Learning Specialist collaborates with all students and multidisciplinary 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.
* World Class Target Prerequisite: Authentic Assessment (3 of 4)
E: Learning Specialist creates or selects performance assessments/tasks that allow students to demonstrate expertise in all 4 Cs, as articulated in the 4 Cs rubrics.
PE: Learning Specialist creates or selects performance assessments/tasks that allow students to demonstrate expertise in some of the 4 C,s as articulated in the 4 Cs rubrics.
I: Learning Specialist does not measure student understanding of the 4Cs.
2.6 Learning Specialist uses performance assessments/tasks that require students to demonstrate skills that provide access to 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: Learning Specialist collaborates with all students and multidisciplinary team to develop/identify personalized performance assessments/tasks that provide access to 21st century skills, by allowing students to demonstrate expertise in all relevant 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)
E: Learning Specialist creates or selects performance assessments/tasks that measure all relevant skills that provide access to 21st century skills by establishing measurement standards that include specific criteria for each level of performance.
PE: Learning Specialist creates or selects performance assessments/tasks that measure some of the relevant skills that provide access to 21st century skills with measurement standards that include specific criteria for each level of performance.
I: Learning Specialist does not measure student understanding of the 21 st century skills.
Standard 3 – INSTRUCTION: Teacher facilitates learning opportunities that inspire students to achieve World Class Outcomes.
3.1 Learning Specialist uses backward planning to develop mastery of transitional goals and (skills that give access to) World Class Outcomes.
4 Point Matrix

<p>HE: Learning Specialist personalizes the planning process by selecting enduring understandings, essential questions, and transitional goals and (skills that give access to) World Class Outcomes based on students' individual needs. Next, in stage 2, the Learning Specialist selects differentiated performance assessments to measure student mastery of transitional goals and (skills that give access to) World Class Outcomes in stage 1. Finally, in stage 3, the Learning Specialist constructs personalized learning opportunities that facilitate student mastery of transitional goals and (skills that give access to) World Class Outcomes identified in stage 1. 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: Learning Specialist begins the planning process by selecting enduring understandings, essential questions, and transitional goals and (skills that give access to) World Class Outcomes based on students' individual needs. Next, in stage 2, the Learning Specialist selects performance assessments to measure student mastery of transitional goals and (skills that give access to) World Class Outcomes in stage 1. Finally, in stage 3, the Learning Specialist constructs learning opportunities that facilitate student mastery of transitional goals and (skills that give access to) World Class Outcomes identified in stage 1.</p>
<p>PE: Learning Specialist's planning process includes some components of backward planning.</p>
<p>I: Learning Specialist begins the planning process by selecting a learning activity.</p>
<p>3.2 Learning Specialist uses balanced assessment data and the IEP to plan World Class Learning Opportunities.</p>
<p>4 Point Matrix</p>
<p>HE: Learning Specialist collaborates with all students and multidisciplinary team to review previous summative, current formative and interim data (BAS) and the IEP to construct personalized, sustainable learning opportunities that meet the unique learning needs of students, master transitional goals (skills that give access to) World Class Outcomes, and improve specialist practice.</p>
<p>E: Learning Specialist uses previous summative data and current formative and interim data (BAS) and the IEP to construct personalized, sustainable learning opportunities that meet the unique learning needs of students, master transitional goals (skills that give access to) World Class Outcomes, and improve specialist practice.</p>
<p>PE: Learning Specialist uses previous summative data and current formative and interim data (BAS) or the IEP to construct learning opportunities that develop the skills needed to access World Class Outcomes.</p>
<p>I: Learning Specialist uses limited data to drive learning activities.</p>
<p>3.3 Learning Specialist facilitates differentiated learning opportunities for all students to master transitional goals and (skills that give access to) World Class Outcomes.</p>
<p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: Learning Specialist collaborates with all students and multidisciplinary team to develop personalized, sustainable learning opportunities to master transitional goals and (skills that give access to) 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><i>* World Class Target Prerequisite: Advocacy for All (1 of 3), Sustainable Learning (1 of 4)</i></p>
<p>E: Learning Specialist offers students more than one personalized, sustainable learning opportunity to master transitional goals and (skills that give access to) World Class Outcomes. Evidence of differentiation in instruction for all students is observed in classroom practice.</p>
<p>PE: Learning Specialist offers students more than one learning opportunity</p>
<p>I: Learning Specialist offers one learning opportunity for all students.</p>
<p>3.4 Learning Specialist facilitates learning opportunities that require students to use higher order thinking skills (analyze, evaluate, and create) to master transitional goals and (skills that give access to) World Class Outcomes.</p>
<p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p>
<p>HE: Learning Specialist collaborates with all students and multidisciplinary team to facilitate scaffold learning opportunities that require students to use new understandings and skills to analyze, evaluate, and create a relevant product.</p> <p><i>* World Class Target Prerequisite: Sustainable Learning (2 of 4)</i></p>
<p>E: Learning Specialist facilitates scaffold learning opportunities that require students to use new understandings and skills to analyze, evaluate, and create.</p>
<p>PE: Learning Specialist facilitates learning opportunities that require students to know, understand, and apply information and skills.</p>
<p>I: Learning Specialist facilitates learning opportunities that require students to memorize and recall information.</p>
<p>3.5 Learning Specialist facilitates learning opportunities that engage all students.</p>
<p>4 Point Matrix</p>
<p>HE: Learning Specialist collaborates with all students and multidisciplinary team to facilitate challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities, within multiple environments, 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: Learning Specialist facilitates challenging, relevant (connected to students' interests and/or backgrounds), sustainable and personalized learning opportunities that students find meaningful and interesting. Student engagement is evident through various examples/methods of demonstrated student ownership.</p>
<p>PE: Learning Specialist facilitates sustainable, personalized learning opportunities for students.</p>
<p>I: Learning Specialist facilitates activities</p>
<p>3.6 Learning Specialist facilitates learning opportunities for all students to use World Class Tools to learn World Class Outcomes.</p>
<p>4 Point Matrix</p>
<p>HE: Learning Specialist collaborates with all students and multidisciplinary team 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.</p> <p><i>* World Class Target Prerequisite: Sustainable Learning (4 of 4)</i></p>
<p>E: Learning 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>

PE: Learning Specialist uses technology to facilitate instruction and provides opportunities for students to use technology in the classroom.
I: Learning Specialist and student use of technology is limited.
3.7 Learning Specialist facilitates opportunities that require students to develop the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking skills).
4 Point Matrix
HE: Learning Specialist collaborates with all students and multidisciplinary 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: 21st Century Skills (3 of 4)</i>
E: Learning Specialist naturally integrates differentiated learning opportunities, with clear learning objectives, for each student to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills).
PE: Learning Specialist provides learning opportunities for students to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills).
I: Learning Specialist provides isolated events or activities on the 4 Cs.
3.8 Learning Specialist facilitates learning opportunities that require students to master skills needed to access 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: Learning Specialist collaborates with all students and multidisciplinary team to facilitate differentiated learning opportunities that require students to develop skills needed to access 21st century skills. <i>* World Class Target Prerequisite: 21st Century Skills (4 of 4)</i>
E: Learning Specialist naturally integrates learning opportunities for students to develop skills needed to access 21st century skills..
PE: Learning Specialist provides learning opportunities for students to develop skills needed to access 21st century skills where authentic.
I: Learning Specialist provides isolated events or activities on skills needed to access 21st century skills that are not connected to other learning.
3.9 Learning Specialist demonstrates content-area expertise while facilitating student mastery of transitional goals and (skills that give access to) World Class Outcomes.
4 Point Matrix
HE: Learning Specialist demonstrates strong content area knowledge (including literacy and numeracy, both universal and supplemental) 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>
E: Learning Specialist demonstrates content area knowledge (including literacy and numeracy, both universal and supplemental) aligned with the GVC.
PE: Learning Specialist demonstrates a superficial understanding of content aligned with the GVC.
I: Learning Specialist demonstrates a lack of content knowledge aligned with the GVC.
Standard 4 – CULTURE & CLIMATE: Teacher models and collaborates with students to create a respectful and restorative culture and climate.
4.1 Learning Specialist models and collaborates with students, families, and multi-disciplinary team members to create an environment that is safe.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Learning Specialist collaborates with all students and multidisciplinary team to construct and maintain a classroom environment that is both physically and emotionally safe for all students. <i>* World Class Target Prerequisite: Restorative Practices (1 of 4)</i>
E: Learning Specialist facilitates an environment that is both physically and emotionally safe for all students.
PE: Learning Specialist presents rules to achieve a classroom environment that is physically and emotionally safe.
I: The classroom is not physically and/or emotionally safe.
4.2 Learning Specialist facilitates opportunities for students to construct, understand, and practice a restorative classroom environment.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Learning Specialist collaborates with all students and multidisciplinary team to form and maintain a restorative classroom community. Learning Specialist 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: Learning Specialist facilitates the opportunity for students to develop a restorative classroom community. Learning Specialist 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: Learning Specialist provides the opportunity for students to give input into classroom rules. Teacher treats all students in a fair and equitable manner.
I: Learning Specialist posts class rules where they are readily available to all students and rules are not uniformly applied to all students.
4.3 Learning 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: Learning Specialist collaborates with all students and multidisciplinary team to understand their specific learning needs and facilitates 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: Learning Specialist facilitates an environment where students express different points of view in a safe and respectful environment.
PE: Learning Specialist promotes an environment where some students feel safe to express different points of view.
I: Learning Specialist establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
4.4 Learning Specialist models and establishes positive relationships with all students.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: Learning 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: Learning Specialist respectfully interacts with all students.
PE: Learning Specialist creates a classroom environment that encourages and builds positive relationships with most students.
I: Learning Specialist creates a classroom environment where students are directed to interact respectfully.
Standard 5 – PROFESSIONALISM: Teacher demonstrates professional growth and development, leadership, and professionalism.
5.1 Learning Specialist works collaboratively and leads multidisciplinary team members (certified and classified) for the benefit of students.
4 Point Matrix
HE: Learning Specialist creates/leads collaborative teams and leads the professional development of all multi-disciplinary team members 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: Learning Specialist facilitates teams that include all multi-disciplinary team members 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: Learning Specialist participates at various meetings, and maintains a positive, productive and respectful relationship with multidisciplinary team members.
I: Learning Specialist participates as required, and collaboration with colleagues is limited to cordial relationships.
5.2 Learning 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: Learning 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: Learning 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: Learning Specialist creates a professional growth plan aimed at acquiring new skills to improve learning that is partially related to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
I: Learning 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 Learning Specialist demonstrates application of professional learning to practice.
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: Learning Specialist engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with multi-disciplinary team members 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: Learning Specialist engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with multi-disciplinary team members, and implements professional development in classroom practice.
PE: Learning Specialist implements new knowledge or skills learned through professional development.
I: Learning Specialist participates in low-level or limited professional development. Learning Specialist links professional development to professional practice on a limited basis.
5.4 Learning Specialist communicates with families based on the individual needs of the student.
4 Point Matrix
HE: Learning 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. * <i>World Class Target Prerequisite: Parent Satisfaction (1 of 1)</i>
E: Learning Specialist communicates 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: Learning Specialist differentiates communication with families to help students meet educational goals.
I: Learning Specialist communicates with families regarding student progress and educational goals as required.

5.5 Learning Specialist demonstrates professional and ethical conduct including following all laws, district policies and procedures.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

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

*** World Class Target Prerequisite: Leadership (4 of 4)**

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

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

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

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