

CITE 2013 – Child Find or Assessment/Diagnostic Professional

**Standard 1 – OUTCOMES: Child Find (CF) or Assessment/Diagnostic Professional supports World Class Outcomes.**

**1.1 CF or Assessment/Diagnostic Professional uses critical thinking to interpret child’s assessment data to determine appropriate goals that support and promote access to the Douglas County Guaranteed & Viable Curriculum including the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).**

[Excludes Social Workers]

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** CF or Assessment/Diagnostic Professional uses critical thinking and collaboration with stakeholders to select developmentally appropriate World Class Outcomes (goals) that are naturally integrative with other environments based on the student’s developmental level, Douglas County GVC’s, and state standards.

**E:** CF or Assessment/Diagnostic Professional selects developmentally appropriate World Class Outcomes (goals) that are naturally integrative with other environments based on the student’s developmental level, Douglas County GVC’s, and state standards.

**PE:** CF or Assessment/Diagnostic Professional selects child’s outcomes (goals) that meet the student needs in some of the educational environments.

**I:** CF or Assessment/Diagnostic Professional selects outcomes (goals) that are not appropriate.

**1.2 CF or Assessment/Diagnostic Professional uses critical thinking to interpret child’s assessment data to determine appropriate services that support and promote access to the Douglas County Guaranteed & Viable Curriculum including the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** CF or Assessment/Diagnostic Professional uses critical thinking and collaboration with stakeholders to select services, accommodations and modifications that are appropriate based on the students developmental and curriculum needs.

**E:** CF or Assessment/Diagnostic Professional selects services, accommodations and modifications that are appropriate based on the students developmental and curriculum needs.

**PE:** CF or Assessment/Diagnostic Professional selects services for children.

**PE:** CF or Assessment/Diagnostic Professional does not select appropriate services.

**1.3 CF or Assessment/Diagnostic Professional uses critical thinking to interpret child’s assessment data and family needs to facilitate transition into preschool age programming by using the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** CF or Assessment/Diagnostic Professional considers unique needs and special factors of the child, family and program options in order to facilitate a successful transition into an appropriate program. The CF or Assessment/Diagnostic Professional collaborates with family, school, and other stakeholders to ensure a successful and mutually agreed upon plan.

**E:** CF or Assessment/Diagnostic Professional considers unique needs and special factors of the child, family and program options in order to facilitate a successful transition into an appropriate CF or Special Education program.

**PE:** CF or Assessment/Diagnostic Professional facilitates transition into a CF or Special Education program.

**I:** CF or Assessment/Diagnostic Professional fails to facilitate transition into a CF or Special program.

**1.4 CF or Assessment/Diagnostic Professional provides individualized community resources and consultation to stakeholders when needed, during crisis management or for significant behavior.**

[Mental Health Professionals Only- Psych and Social Worker]

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** CF or Assessment/Diagnostic Professional communicates and collaborates with stakeholders by providing resources, responding to the crisis based on the emergent needs including follow-up and adjustment of resources or intervention plans.

**E:** CF or Assessment/Diagnostic Professional communicates and collaborates with stakeholders by providing resources, responding to the crisis based on the emergent needs.

PE: CF or Assessment/Diagnostic Professional provides resources and responds to the crisis based on emergent needs.

I: CF or Assessment/Diagnostic Professional is not responsive or provides limited resources.

## **Standard 2 – ASSESSMENT: Child Find or Assessment/Diagnostic Professional selects and uses assessments that allow children to demonstrate World Class Outcomes.**

### **2.1 CF or Assessment/Diagnostic Professional uses a balanced assessment approach including formative assessments.**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: CF or Assessment/Diagnostic Professional begins the formative assessment process by reviewing the records and gathering information to understand student and family individual needs in order to select and plan for an appropriate and authentic evaluation. CF or Assessment/Diagnostic Professional collaboratively plans with team members and accounts for known unique variables. The CF or Assessment/Diagnostic Professional provides leadership to the CF or other Special Education team.

E: CF or Assessment/Diagnostic Professional begins the formative assessment process by reviewing records and gathering information to understand student and family individual needs to select and plan for an appropriate and authentic evaluation. CF or Assessment/Diagnostic Professional plans and accounts for known variables.

PE: CF or Assessment/Diagnostic Professional begins the formative assessment process by reviewing records to plan for an evaluation.

I: CF or Assessment/Diagnostic Professional does not use formative assessment data to plan evaluation.

### **2.2 CF or Assessment/Diagnostic Professional uses data, including interim assessments, to establish a level of functioning on World Class Outcomes.**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: CF or Assessment/Diagnostic Professional conducts and analyzes interim assessment data to determine further areas to investigate and assess. CF or Assessment/Diagnostic Professional adjusts approach based on child and/or family responses in a fluid, flexible, and/or innovative manner.

E: CF or Assessment/Diagnostic Professional conducts and analyzes interim assessment data to determine further areas to investigate and assess.

PE: CF or Assessment/Diagnostic Professional inconsistently conducts and analyzes interim assessment data to determine further areas to investigate and assess.

I: CF or Assessment/Diagnostic Professional does not analyze interim assessment data.

### **2.3 CF or Assessment/Diagnostic Professional uses balanced assessments to generate summative assessment or evaluation report.**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: CF or Assessment/Diagnostic Professional analyzes and interprets data from evaluation and writes a summative or evaluation report that accurately reflects the child's strengths and needs. Report is thorough, professional, and parent friendly. CF or Assessment/Diagnostic Professional collaborates with CF or other Special Education team members to produce an integrated and consistent report.

E: CF or Assessment/Diagnostic Professional analyzes and interprets data from evaluation and writes a summative or evaluation report that accurately reflects the child's strengths and needs. Report is thorough, professional, and parent friendly.

PE: CF or Assessment/Diagnostic Professional writes a summative or evaluation report that addresses the child's needs.

I: CF or Assessment/Diagnostic Professional writes a summative or evaluation report that does not address all of the child's needs.

### **2.4 CF or Assessment/Diagnostic Professional provides stakeholders with assessment data and gathers additional information.**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: CF or Assessment/Diagnostic Professional provides assessment information and elicits feedback and additional information from stakeholders prior to finalizing evaluation. CF or Assessment/Diagnostic Professional provides the information in a sensitive manner and follows compliance timelines. CF or Assessment/Diagnostic Professional differentiates presentation to the audience.

E: CF or Assessment/Diagnostic Professional provides assessment information and elicits feedback and additional information from stakeholders prior to finalizing evaluation. CF or Assessment/Diagnostic Professional provides the information in a sensitive manner and follows compliance timelines.

PE: CF or Assessment/Diagnostic Professional provides assessment information to stakeholders prior to finalizing evaluation. CF or Assessment/Diagnostic Professional follows compliance

timelines.

I: CF or Assessment/Diagnostic Professional provides insufficient assessment information to stakeholders prior to finalizing evaluation. CF or Assessment/Diagnostic Professional does not comply with compliance timelines.

### 2.5 CF or Assessment/Diagnostic Professional uses critical thinking to determine eligibility for services.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: CF or Assessment/Diagnostic Professional collaboratively interprets evaluation information to determine eligibility for special education and/or Early Intervention (Part C Service). CF or Assessment/Diagnostic Professional has a thorough understanding of eligibility criteria. CF or Assessment/Diagnostic Professional facilitates parent understanding of eligibility criteria and implications.

E: CF or Assessment/Diagnostic Professional collaboratively interprets evaluation information to determine eligibility for special education and/or Early Intervention (Part C Service). CF or Assessment/Diagnostic Professional has a thorough understanding of eligibility criteria.

PE: CF or Assessment/Diagnostic Professional interprets evaluation information to determine eligibility for special education and/or Early Intervention (Part C Service).

I: CF or Assessment/Diagnostic Professional does not accurately interpret evaluation information to determine eligibility for special education and/or Early Intervention (Part C Services). CF or Assessment/Diagnostic Professional does not have a thorough understanding of eligibility criteria.

## Standard 3 – Communication: Child Find or Assessment/Diagnostic Professional communicates effectively with all stakeholders.

### 3.1 CF or Assessment/Diagnostic Professional communicates assessment information essential to a child's success to all stakeholders.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: CF or Assessment/Diagnostic Professional communication is personalized and incorporates systematic processes. CF or Assessment/Diagnostic Professional shares and discusses information and strategies with stakeholders through a variety of modalities that are essential to a child's success. CF or Assessment/Diagnostic Professional uses or collaborates with stakeholders in using backward planning to facilitate Child Find processes and learning needs.

*\* World Class Target Prerequisite: Backward Planning (3 of 3)*

E: CF or Assessment/Diagnostic Professional shares information essential to a child's success that is personalized and shared with stakeholders. CF or Assessment/Diagnostic professional articulates child's needs and proactively communicates relevant information.

PE: CF or Assessment/Diagnostic Professional shares essential information for child success with some stakeholders. CF or Assessment/Diagnostic Professional anticipates child's needs and communicates relevant information.

I: CF or Assessment/Diagnostic Professional shares information for child's success with stakeholders. CF or Assessment/Diagnostic Professional fails to anticipate child's needs and does not communicate relevant information.

### 3.2 CF or Assessment/Diagnostic Professional demonstrates effective facilitation skills for sharing assessment data.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: CF or Assessment/Diagnostic Professional has situational awareness and plans accordingly to address the needs of all stakeholders. CF or Assessment/Diagnostic Professional uses backward plans to set appropriate tone and environment and solicits input from stakeholders ensuring that all voices are heard. CF or Assessment/Diagnostic Professional summarizes shared assessment data and collaborates with all stakeholders to plan next steps.

E: CF or Assessment/Diagnostic Professional has situational awareness and plans accordingly to address the needs of all stakeholders. CF or Assessment/Diagnostic Professional collaborates with CF or Special Education team to plan and use processes tailored to the situation and sets appropriate tone and environment ensuring that all voices are heard. CF or Assessment/Diagnostic Professional collaborates with team to summarize and plan next steps.

PE: CF or Assessment/Diagnostic Professional plans with team to address the needs of all parties. CF or Assessment/Diagnostic Professional plans and uses processes, sets appropriate tone and allows for voices to be heard. CF or Assessment/Diagnostic Professional summarizes and plans next steps.

I: CF or Assessment/Diagnostic Professional does not address the needs of all parties. CF or Assessment/Diagnostic Professional does incomplete planning/preparation for meetings and does not ensure all voices to be heard.

### 3.3 CF or Assessment/Diagnostic Professional differentiates communication with families depending on assessment process/outcome.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** CF or Assessment/Diagnostic Professional individualizes communication to families/caregivers in situations dependent upon the unique needs and outcomes. The CF or Assessment/Diagnostic Professional provides communication beyond the scope of the Child Find or Special Education process. CF or Assessment/Diagnostic Professional utilizes active listening, paraphrasing, situational awareness and understanding of audience. CF or Assessment/Diagnostic Professional is articulate, prepared, caring, and compassionate.

**E:** CF or Assessment/Diagnostic Professional individualizes communication to families/caregivers in situations dependent upon the unique needs and outcomes. CF or Assessment/Diagnostic Professional utilizes active listening, paraphrasing, situational awareness and understanding of audience. CF or Assessment/Diagnostic Professional is articulate, prepared, caring, and compassionate.

**PE:** CF or Assessment/Diagnostic Professional communicates to families/caregivers in situations. CF or Assessment/Diagnostic Professional utilizes adherence to the process.

**I:** CF or Assessment/Diagnostic Professional fails to communicate to families/caregivers. CF or Assessment/Diagnostic Professional does not adhere to the process.

### **3.4 CF or Assessment/Diagnostic Professional differentiates communication with providers depending on assessment process/outcome.**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** CF or Assessment/Diagnostic Professional individualizes communication to service providers in situations dependent upon the unique needs and outcomes. The CF or Assessment/Diagnostic Professional provides communication beyond the scope of the Child Find or Special Education process. CF or Assessment/Diagnostic Professional utilizes active listening, paraphrasing, situational awareness and understanding of audience. CF or Assessment/Diagnostic Professional is articulate, prepared, and professional.

**E:** CF or Assessment/Diagnostic Professional individualizes communication to service providers in situations dependent upon the unique needs and outcomes. CF or Assessment/Diagnostic Professional utilizes active listening, paraphrasing, situational awareness and understanding of audience. CF or Assessment/Diagnostic Professional is articulate, prepared, and professional.

**PE:** CF or Assessment/Diagnostic Professional communicates to service providers in situations. CF or Assessment/Diagnostic Professional utilizes adherence to the process.

**I:** CF or Assessment/Diagnostic Professional fails to communicate to service providers. CF or Assessment/Diagnostic Professional does not adhere to the process.

### **3.5 CF or Assessment/Diagnostic Professional demonstrates content-area (e.g. Early Childhood Development or School Psychology) expertise while communicating with stakeholder to support child's access to World Class Outcomes.**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** CF or Assessment/Diagnostic Professional demonstrates a strong knowledge (including evidence based practice and current field research) by accurately responding to child needs, stakeholder questions, anticipating common misconceptions and misunderstandings, connecting it to other developmental areas and knowing where the current learning is in the learning progression. The CF or Assessment/Diagnostic professional shares knowledge with other professionals.

**E:** CF or Assessment/Diagnostic Professional demonstrates knowledge by responding to stakeholder questions, anticipating common misconceptions and misunderstandings, connecting it to other developmental areas and knowing where the current learning is in the learning progression.

**PE:** CF or Assessment/Diagnostic Professional demonstrates an understanding of their specific content area.

**I:** CF or Assessment/Diagnostic Professional demonstrates a lack of content knowledge.

## **Standard 4 – CULTURE & CLIMATE: Child Find or Assessment/Diagnostic Professional models and collaborates with children and/or stakeholders to create a respectful and restorative culture and climate.**

### **4.1 CF or Assessment/Diagnostic Professional supports and collaborates with children and stakeholders to create an environment that is safe.**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** CF or Assessment/Diagnostic Professional collaborates with children and stakeholders to construct and maintain a learning environment that is both physically and emotionally safe and predictable at the individual, classroom, and/or community level.

**\* World Class Target Prerequisite: Restorative Practices (1 of 4)**

**E:** CF or Assessment/Diagnostic Professional facilitates an environment that is both physically and emotionally safe for children.

**PE:** CF or Assessment/Diagnostic Professional presents an environment that is both physically and emotionally safe for children.

**I:** The learning environment is not physically and/or emotionally safe.

**4.2 CF or Assessment/Diagnostic Professional facilitates opportunities for children and/or stakeholders to create and/or support a respectful and restorative culture and climate.**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** CF or Assessment/Diagnostic Professional collaborates with all students and stakeholders to form and maintain a restorative learning environment. CF or Assessment/Diagnostic Professional facilitates and models positive opportunities for children to have a voice in their community, learn from their mistakes, practice acceptable behavior, and restore relationships when they have been harmed.

*\* World Class Target Prerequisite: Restorative Practices (2 of 4)*

**E:** CF or Assessment/Diagnostic Professional facilitates the opportunity for children to develop a restorative learning environment. CF or Assessment/Diagnostic Professional facilitates positive opportunities for children and stakeholders to have a voice in their community, learn from their mistakes, practice acceptable behavior, and restore relationships when they have been harmed.

**PE:** CF or Assessment/Diagnostic Professional treats all children in a fair and equitable manner.

**I:** Rules are not uniformly applied to all children.

**4.3 CF or Assessment/Diagnostic Professional establishes and/or supports an environment that honors children's differences and facilitates and/or supports their ability to explore their environment and respect different points of view.**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** CF or Assessment/Diagnostic Professional respectfully collaborates with children and stakeholders to facilitate and/or support an inclusive environment where students express different points of view in a safe and respectful environment. CF or Assessment/Diagnostic Professional uses practices sensitive to cultural, socio-economic and linguistic differences.

*\* World Class Target Prerequisite: Restorative Practices (3 of 4), Advocacy for All (2 of 3)*

**E:** CF or Assessment/Diagnostic Professional respectfully facilitates and/or supports an inclusive environment where children express different points of view in a safe and respectful environment. CF or Assessment/Diagnostic Professional uses practices sensitive to cultural, socio-economic and linguistic differences.

**PE:** CF or Assessment/Diagnostic Professional promotes an inclusive and respectful environment where some children feel safe to express different points of view.

**I:** CF or Assessment/Diagnostic Professional establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.

**4.4 CF or Assessment/Diagnostic Professional models and establishes positive relationships with all children.**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** CF or Assessment/Diagnostic Professional respectfully interacts with every student as an individual and differentiates their interactions based on their knowledge of each student, inside and outside the classroom.

*\* World Class Target Prerequisite: Restorative Practices (4 of 4), Advocacy for All (3 of 3)*

**E:** CF or Assessment/Diagnostic Professional respectfully interacts with all children.

**E:** CF or Assessment/Diagnostic Professional creates a learning environment that encourages and builds positive relationships with most children.

**I:** CF or Assessment/Diagnostic Professional creates a learning environment where children are directed to interact respectfully.

**4.5 CF or Assessment/Diagnostic Professional establishes and/or supports an environment that builds relationships with stakeholders.**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** CF or Assessment/Diagnostic Professional promotes and implements practices sensitive to the reciprocal nature of cultural, socio-economic, linguistic differences to build relationships between home, school, and community.

**E:** CF or Assessment/Diagnostic Professional uses practices sensitive to cultural, socio-economic, and linguistic differences to build relationships between home, school, and community.

**PE:** CF or Assessment/Diagnostic Professional supports an environment that builds relationships with families.

**I:** CF or Assessment/Diagnostic Professional interacts with families only when directed.

**Standard 5 – PROFESSIONALISM: Child Find or Assessment/Diagnostic Professional demonstrates professional growth and development, leadership, and professionalism.**

**5.1 CF or Assessment/Diagnostic Professional works collaboratively with colleagues and other stakeholders for the benefit of children.**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: CF or Assessment/Diagnostic Professional creates/leads collaborative teams that include all individuals who support the child to provide high quality, integrated wrap-around and/or Special Education support services.

\* **World Class Target Prerequisite: Leadership (2 of 4)**

E: CF or Assessment/Diagnostic Professional participates on collaborative teams that include all individuals who support the child to provide high quality, integrated wrap-around and/or Special Education support services.

PE: CF or Assessment/Diagnostic Professional participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.

I: CF or Assessment/Diagnostic Professional participates as required, and contribution to and/or collaboration with colleagues is limited.

**5.2 CF or Assessment/Diagnostic Professional creates a professional growth plan that is aligned to prioritized needs identified in: Balanced Assessment System, Child Find or Special Education Professional Evaluation tool, World Class Education Targets, and/or Professional Pathway goals.**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: CF or Assessment/Diagnostic Professional creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, Professional Pathways, and department goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.

\* **World Class Target Prerequisite: Professional Growth & Development (1 of 2)**

E: CF or Assessment/Diagnostic Professional creates a professional growth plan based on prioritized needs identified in CITE and department goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.

PE: CF or Assessment/Diagnostic Professional creates a professional growth plan aimed at acquiring new skills to improve learning that is related to CITE and department goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.

I: CF or Assessment/Diagnostic Professional creates a professional growth plan unrelated to CITE and/or department goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.

**5.3 CF or Assessment/Diagnostic Professional demonstrates application of professional learning to practice.**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: CF or Assessment/Diagnostic Professional engages in professional development opportunities aligned to current research and professional growth plan, shares new learning through structured opportunities with colleagues to improve their practice, and successfully implements and measures impact of all professional development in practice.

\* **World Class Target Prerequisite: Leadership (3 of 4), Professional Growth & Development (2 of 2)**

E: CF or Assessment/Diagnostic Professional engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues, and implements professional development in practice.

PE: CF or Assessment/Diagnostic Professional implements new knowledge or skills learned through professional development into personal practice.

I: CF or Assessment/Diagnostic Professional participates in low-level or limited professional development and/or links professional development to professional practice on a limited basis.

**5.4 CF or Assessment/Diagnostic Professional differentiates communication with all stakeholders based on the individual needs of the student and stakeholder.**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: CF or Assessment/Diagnostic Professional fosters a reciprocal relationship with all stakeholders and differentiates communication regarding information, supports, and/or resources by using a variety of methods, formats, and timelines to maximize the home/school/community connection in order for the child to master World Class Outcomes.

\* **World Class Target Prerequisite: Parent Satisfaction (1 of 1)**

E: CF or Assessment/Diagnostic Professional differentiates communication using a variety of methods, formats, and timelines, and provides information and resources to stakeholders to help the child master World Class Outcomes.

PE: CF or Assessment/Diagnostic Professional differentiates communication with stakeholders to help the child meet educational goals.

I: CF or Assessment/Diagnostic Professional communicates with stakeholders about the individual needs and progress of the child when required.

**5.5 CF or Assessment/Diagnostic Professional demonstrates professional and ethical conduct including following all laws, district policies and procedures**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: CF or Assessment/Diagnostic Professional leads and models professional behavior within the building and throughout the district and community.  
*\* World Class Target Prerequisite: Leadership (4 of 4)*

E: CF or Assessment/Diagnostic Professional demonstrates professional behavior in meeting all expectations, both legal and discipline/department/district.

PE: CF or Assessment/Diagnostic Professional is compliant with legal and discipline/department/district expectations.

I: CF or Assessment/Diagnostic Professional does not meet legal and department/district expectations.