

CITE 2014 – Center-Based Teacher

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| Standard 1 – OUTCOMES: Center Based Teacher selects World Class Outcomes. |
| 1.1 Center-Based Teacher selects World Class Outcomes from the Douglas County Guaranteed & Viable Curriculum including the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking), as they relate to the IEP. |
| (4) 91- 100% of the time (3) 80-90% (2) 51-79% (1) < 50% |
| 1.2 Center-Based Teacher selects World Class Outcomes that integrate content with other disciplines. |
| 4 Point Matrix |
| HE: Center-Based Teacher 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 multi-disciplinary team) that are naturally integrative during stage 1 of backward planning. * World Class Target Prerequisite: Backward Planning (1 of 3) |
| E: Center-Based Teacher 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 multi-disciplinary team) that are naturally integrative during stage 1 of backward planning. |
| PE: Center-Based Teacher selects World Class Outcomes that have connections to other disciplines and related to the IEP. |
| I: Center-Based Teacher selects outcomes that include minimal connections to other disciplines and do not relate to the IEP. |
| 1.3. Center-Based Teacher selects differentiated World Class Outcomes. |
| 4 Point Matrix |
| HE: Center-Based Teacher 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. * World Class Target Prerequisite: Backward Planning (2 of 3) |
| E: Center-Based Teacher plans personalized, differentiated learning that is developmentally appropriate (linked to IEP goals) during stage 1 of backward planning. |
| PE: Center-Based Teacher plans learning that addresses specific learning needs of some students. |
| I: Center-Based Teacher uses the publishers' scope & sequence, example lesson plans, and pacing guides to select outcomes. |
| 1.4 Center-Based Teacher evaluates assessment data to select (or refine) World Class Outcomes. |
| 4 Point Matrix |
| HE: Center-Based Teacher collaborates with students and multidisciplinary team to evaluate data from the Balanced Assessment System (BAS) to select or refine World Class Outcomes (linked to IEP goals) identified in stage 1 of backward planning. |
| E: Center-Based Teacher evaluates data from the Balanced Assessment System (BAS) to select or refine World Class Outcomes (linked to IEP goals) during stage 1 of backward planning. |
| PE: Center-Based Teacher uses data from the Balanced Assessment System (BAS) to select World Class Outcomes. |
| I: Center-Based Teacher does not consider data to select outcomes. |
| 1.5. Center-Based Teacher 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: Center-Based Teacher collaborates with students and multi-disciplinary team members to select one or more 21st century skills (linked to IEP goals) that are naturally integrative during stage one of backward planning. * World Class Target Prerequisite: 21 st Century Skills (1 of 4) |
| E: Center-Based Teacher plans for the natural integration of one or more 21st century skills (linked to IEP goals) during stage 1 of backward planning, where authentic. |
| PE: Center-Based Teacher selects 21st century skills during stage 1 of backward planning. |
| I: Center-Based Teacher makes no effort to select 21st century skills. |
| Standard 2 – ASSESSMENT: Center Based Teacher uses performance assessments that require students to demonstrate World Class Outcomes. |
| 2.1 Center-Based Teacher uses a balanced assessment approach including formative assessments that monitor student progress on World Class Outcomes and IEP goals. |
| (4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective |
| HE: Center-Based Teacher collaborates with students and multidisciplinary team to use quality formative assessments/tasks that monitor student progress toward World Class Outcomes during stage 2. |
| E: Center-Based Teacher creates or selects formative assessments/tasks to monitor the progress of all students toward World Class Outcomes. |
| PE: Center-Based Teacher uses formative assessments/tasks, at grading periods and other periodic check points, to monitor student progress toward World Class Outcomes. |
| I: Center-Based Teacher uses limited formative assessments/tasks to monitor student progress on World Class Outcomes. |
| 2.2 Center-Based Teacher uses a balanced assessment approach including interim assessments that provide an appraisal at benchmarks to determine student progress on World Class Outcomes and IEP goals. |

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

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| <p>HE: Center-Based Teacher personalizes the planning process by selecting enduring understandings, essential questions, and World Class Outcomes (linked to IEP goals) based on students' individual needs. Next, in stage 2, the Center-Based Teacher selects differentiated performance assessments to measure student growth towards the World Class Outcomes in stage 1. Finally, in stage 3, the Center-based Teacher constructs personalized learning opportunities that facilitate student growth towards 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: Center-Based Teacher begins the planning process by selecting enduring understandings, essential questions, and World Class Outcomes (linked to IEP goals). Next, in stage 2, the Center-Based Teacher selects performance assessments to measure student growth of the World Class Outcomes in stage 1. Finally, in stage 3, the Center-based Teacher constructs learning opportunities that facilitate student growth towards the World Class Outcomes identified in stage 1.</p> |
| <p>PE: Center-Based Teacher's planning process includes some components of backward planning based on the student's IEP.</p> |
| <p>I: Center-Based Teacher begins the planning process by selecting a learning activity.</p> |
| <p>3.2 Center- Based Teacher uses balanced assessment data to plan World Class Learning Opportunities.</p> |
| <p>4 Point Matrix</p> |
| <p>HE: Center-Based Teacher collaborates with students and multidisciplinary team to review previous summative and current formative and interim data (BAS), based on IEP goals and objectives, to construct personalized, transferrable learning opportunities that meet the unique learning needs of students and facilitate the demonstration of World Class Outcomes and IEP goals on a differentiated level, and improve teacher practice.</p> |
| <p>E: Center-Based Teacher uses previous summative and current formative and interim data (BAS), based on IEP goals and objectives, to construct personalized, transferrable learning opportunities that meet the unique learning needs of students and facilitate the demonstration of World Class Outcomes and IEP goals on a differentiated level, and improve teacher practice.</p> |
| <p>PE: Center-Based Teacher uses previous summative data and current formative and interim data (BAS), based on IEP goals and objectives, to construct learning opportunities that facilitate demonstration of World Class Outcomes on a differentiated level.</p> |
| <p>I: Center-Based Teacher uses limited data to drive learning opportunities.</p> |
| <p>3.3 Center-Based Teacher facilitates differentiated learning opportunities for all students to access World Class Outcomes and IEP goals.</p> |
| <p>(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective</p> |
| <p>HE: Center-Based Teacher collaborates with students and multidisciplinary team to develop personalized, transferrable learning opportunities that facilitate progress toward World Class Outcomes and IEP goals related to 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: Center-Based Teacher offers students more than one personalized, transferrable learning opportunity to demonstrate learning related to World Class Outcomes and IEP goals related to the unique needs of the students. Evidence of differentiation in instruction for all students is observed in classroom practice.</p> |
| <p>PE: Center-Based Teacher offers students more than one learning opportunity.</p> |
| <p>I: Center-Based Teacher offers one learning opportunity for all students.</p> |
| <p>3.4 Center-Based Teacher facilitates learning opportunities that require students to use a variety of challenging thinking skills in order to access World Class Outcomes and IEP goals.</p> |
| <p>(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective</p> |
| <p>HE: Center-Based Teacher collaborates with students and multidisciplinary team to facilitate learning opportunities that require students to use new understandings and skills on an ongoing basis and demonstrate understandings in a variety of ways.</p> <p>* World Class Target Prerequisite: Sustainable Learning (2 of 4)</p> |
| <p>E: Center-Based Teacher provides learning opportunities that require students to use new understandings that demonstrate understandings in a variety of ways.</p> |
| <p>PE: Center-Based Teacher facilitates learning opportunities that prompt students to demonstrate new understandings.</p> |
| <p>I: Center-Based Teacher facilitates learning opportunities that prompt students to memorize and recall information.</p> |
| <p>3.5. Center-Based Teacher facilitates learning opportunities that engage all students.</p> |
| <p>4 Point Matrix</p> |
| <p>HE: Center-Based Teacher collaborates with students and multidisciplinary team to facilitate personalized, challenging, relevant (connected to students' interests and/or backgrounds), and transferable 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: Center-Based Teacher facilitates personalized challenging, relevant (connected to students' interests and/or backgrounds), and transferable learning opportunities that students find meaningful and interesting. Student engagement is evident through various examples/methods of demonstrated student ownership.</p> |
| <p>PE: Center-Based Teacher facilitates transferrable learning opportunities for students.</p> |
| <p>I: Center-Based Teacher facilitates activities.</p> |
| <p>3.6 Center-Based Teacher facilitates learning opportunities for all students to use World Class Tools to learn World Class Outcomes and achieve IEP goals.</p> |
| <p>4 Point Matrix</p> |

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| <p>HE: Center-Based Teacher collaborates with 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 progress toward World Class Outcomes and IEP goals.</p> <p>* World Class Target Prerequisite: Sustainable Learning (4 of 4)</p> |
| <p>E: Center-Based Teacher facilitates learning opportunities for all students to use technology-based, World Class Tools to construct their learning and demonstrate progress toward World Class Outcomes and IEP goals.</p> |
| <p>PE: Center-Based Teacher uses technology to facilitate instruction and provides opportunities for students to use technology in the classroom</p> |
| <p>I: Center-Based Teacher and student use of technology is limited.</p> |
| <p>3.7 Center-Based Teacher 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: Center-Based Teacher collaborates with students to facilitate differentiated learning opportunities, with clear learning objectives, for each student to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills).</p> <p>* World Class Target Prerequisite: 21st Century Skills (3 of 4).</p> |
| <p>E: Center-Based Teacher naturally integrates differentiated learning opportunities, with clear learning objectives, for students to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills).</p> |
| <p>PE: Center-Based Teacher provides learning opportunities for students to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills).</p> |
| <p>I: Center-Based Teacher provides isolated events or activities on the 4 Cs.</p> |
| <p>3.8 Center-Based Teacher 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: Center-Based Teacher collaborates with students to facilitate differentiated learning opportunities that require each student to develop 21st century skills.</p> <p>* World Class Target Prerequisite: 21st Century Skills (4 of 4)</p> |
| <p>E: Center-Based Teacher naturally integrates learning opportunities for students to develop 21st century skills.</p> |
| <p>PE: Center-Based Teacher provides learning opportunities for students to develop 21st century skills, where authentic.</p> |
| <p>I: Center-Based Teacher provides isolated events or activities on 21st century skills that are not connected to other learning</p> |
| <p>3.9 Center-Based Teacher demonstrates content-area expertise while facilitating student mastery of World Class Outcomes.</p> |
| <p>4 Point Matrix</p> |
| <p>HE: Center-Based Teacher demonstrates strong cross-content knowledge (including literacy and numeracy, and connected to goals from multi-disciplinary team) 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.</p> <p>* World Class Target Prerequisite: Leadership (1 of 4)</p> |
| <p>E: Center-Based Teacher demonstrates cross-content knowledge (including literacy and numeracy, and connected to goals from multi-disciplinary team) aligned with the GVC.</p> |
| <p>PE: Center-Based Teacher demonstrates a superficial understanding of content aligned with the GVC</p> |
| <p>I: Center-Based Teacher demonstrates a lack of content knowledge aligned with the GVC.</p> |
| <p>Standard 4 – CULTURE & CLIMATE: Center-Based Teacher models and collaborates with students to create a respectful and restorative culture and climate.</p> |
| <p>4.1 Center-Based Teacher 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: Center-Based Teacher collaborates with students and multidisciplinary team to construct and maintain a classroom environment that is both physically and emotionally safe for all students.</p> <p>* World Class Target Prerequisite: Restorative Practices (1 of 4)</p> |
| <p>E: Center-Based Teacher facilitates an environment that is both physically and emotionally safe for all students.</p> |
| <p>PE: Center-Based Teacher presents rules to achieve a classroom environment that is physically and emotionally safe.</p> |
| <p>I: The classroom is not physically and/or emotionally safe.</p> |
| <p>4.2 Center-Based Teacher facilitates opportunities for students to construct, understand, and practice a restorative classroom environment.</p> |
| <p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p> |
| <p>HE: Center-Based Teacher collaborates with all students and multidisciplinary team to form and maintain a restorative classroom community. Center-Based Teacher facilitates positive opportunities for students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed.</p> <p>* World Class Target Prerequisite: Restorative Practices (2 of 4)</p> |
| <p>E: Center-Based Teacher facilitates the opportunity for students to develop a restorative classroom community. Center-Based Teacher facilitates positive opportunities for students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed.</p> |

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| PE: Center-Based Teacher provides the opportunity for students to give input into classroom rules. Center-Based Teacher treats all students in a fair and equitable manner. |
| I: Center-Based Teacher posts class rules where they are readily available to all students and rules are not uniformly applied to all students. |
| 4.3 Center-Based Teacher 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: Center-Based Teacher collaborates 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: Center-Based Teacher facilitates an environment where students express different points of view in a safe and respectful environment. |
| PE: Center-Based Teacher promotes an environment where some students feel safe to express different points of view |
| I: Center-Based Teacher establishes a reactive environment that promotes limited points of view and deals with concerns as they arise. |
| 4.4 Center-Based Teacher models and establishes positive relationships with all students. |
| ④ Highly Effective ③ Effective ② Partially Effective ① Ineffective |
| HE: Center-Based Teacher respectfully interacts with every student as an individual and differentiates their interactions based on their knowledge of each student, inside and outside the classroom. <i>* World Class Target Prerequisite: Restorative Practices (4 of 4), Advocacy for All (3 of 3)</i> |
| E: Center-Based Teacher respectfully interacts with all students. |
| PE: Center-Based Teacher creates a classroom environment that encourages and builds positive relationships with most students. |
| I: Center-Based Teacher creates a classroom environment where students are directed to interact respectfully. |
| Standard 5 – PROFESSIONALISM: Center-Based Teacher demonstrates professional growth and development, leadership, and professionalism. |
| 5.1 Center-Based Teacher works collaboratively with colleagues for the benefit of students. |
| 4 Point Matrix |
| HE: Center-Based Teacher creates/leads collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Teacher works with school teams/administration to provide enriched opportunities for students. <i>* World Class Target Prerequisite: Leadership (2 of 4)</i> |
| E: Center-Based Teacher participates on collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Teacher works with school teams/administration to provide enriched opportunities for students. |
| PE: Center-Based Teacher participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues. |
| I: Center-Based Teacher participates as required, and collaboration with colleagues is limited to cordial relationships. |
| 5.2 Center-Based Teacher creates a professional growth plan that is aligned to growth areas identified through Balanced Assessment System, teacher evaluation, World Class Education Targets, and/or Professional Pathway goals. |
| ④ Highly Effective ③ Effective ② Partially Effective ① Ineffective |
| HE: Center-Based Teacher creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, Professional Pathways, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression. <i>* World Class Target Prerequisite: Professional Growth & Development (1 of 2)</i> |
| E: Center-Based Teacher creates a professional growth plan based on prioritized needs identified in CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression. |
| PE: Center-Based Teacher 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: Center-Based Teacher creates a professional growth plan unrelated to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression. |
| 5.3 Center-Based Teacher demonstrates application of professional learning to practice. |
| ④ Highly Effective ③ Effective ② Partially Effective ① Ineffective |
| HE: Center-Based Teacher engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues to improve teaching practice, and successfully implements and measures impact of all professional development in classroom practice. <i>* World Class Target Prerequisite: Leadership (3 of 4), Professional Growth & Development (2 of 2)</i> |
| E: Center-Based Teacher engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues, and implements professional development in classroom practice |
| PE: Center-Based Teacher implements new knowledge or skills learned through professional development. |
| I: Center-Based Teacher participates in low-level or limited professional development. Teacher links professional development to professional practice on a limited basis. |
| 5.4 Center-Based Teacher differentiates communication with families based on the individual needs of the student. |
| 4 Point Matrix |

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| <p>HE: Center-Based Teacher fosters an open relationship with families and agencies, 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 progress towards World Class Outcomes and IEP goals.</p> <p>* World Class Target Prerequisite: Parent Satisfaction (1 of 1)</p> |
| <p>E: Center-Based Teacher differentiates communication using a variety of methods, formats, and timelines, and provides information and resources to families and advocates for students in order to help students progress towards World Class Outcomes and IEP goals</p> |
| <p>PE: Center-Based Teacher differentiates communication with families to help students meet education goals.</p> |
| <p>I: Center-Based Teacher communicates with families regarding student progress and educational goals as required.</p> |
| <p>5.5 Center-Based Teacher leads the management of classified staff.</p> |
| <p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p> |
| <p>HE: Center-Based Teacher leads the managerial requirements (scheduling, communicating, directing and facilitation of formal and informal training opportunities) including, but not limited to, curriculum implementation, individualized service plans, and data collection, with classified staff on an ongoing basis.</p> |
| <p>E: Center-Based Teacher facilitates the managerial requirements (scheduling, communicating, directing and facilitation of formal and informal training opportunities) including, but not limited to, curriculum implementation, individualized service plans, and data collection, with classified staff on an ongoing basis.</p> |
| <p>PE: Center-Based Teacher demonstrates managerial skills as evidenced by scheduling, communicating, directing and facilitation of formal and informal training opportunities including but not limited to curriculum implementation, individualized service plans, data collection, etc. with classified staff on an initial and/or intermittent basis.</p> |
| <p>I: Center-Based Teacher conducts managerial and developmental tasks as required.</p> |
| <p>5.6 Center-Based Teacher demonstrates professional and ethical conduct including following all laws, district policies and procedures.</p> |
| <p>④ Highly Effective ③ Effective ② Partially Effective ① Ineffective</p> |
| <p>HE: Center-Based Teacher 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: Center-Based Teacher demonstrates professional behavior in meeting all expectations, both legal and school/district.</p> |
| <p>PE: Center-Based Teacher is compliant with legal and school/district expectations.</p> |
| <p>I: Center-Based Teacher does not meet legal and school/district expectations.</p> |

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