

2014-2015 CITE – Early Childhood Special Education

08.01.2014

Standard 1 – OUTCOMES: Early Childhood Special Education Teacher purposefully plans outcomes using the District GVC in stage 1 of backward planning.
1.1 Early Childhood Special Education Teacher purposefully plans for the integration of World Class Outcomes in stage 1 of Backward Planning.
HE: Early Childhood Special Education Teacher collaborates with students/families to consistently plan for students to master all World Class Outcomes that are integrated in stage 1 of backward planning.
E: Early Childhood Special Education Teacher consistently plans for students to master all World Class Outcomes that are integrated in stage 1 of backward planning.
PE: Early Childhood Special Education Teacher plans for students to master most World Class Outcomes that are integrated in stage 1 of backward planning.
I: Early Childhood Special Education Teacher rarely plans for students to master World Class Outcomes that are integrated in stage 1 of backward planning.
1.2 Early Childhood Special Education Teacher purposefully plans for the integration of content in stage 1 of backward planning.
HE: Early Childhood Special Education Teacher collaborates with students/families to select content (linked to IEP) from multiple disciplines (including Literacy, Numeracy, and Social Skills, where appropriate), that is naturally integrated in stage 1 of backward planning.
E: Early Childhood Special Education Teacher consistently selects content (linked to IEP) from multiple disciplines (including Literacy, Numeracy, and Social Skills, where appropriate) that is naturally integrated in stage 1 of backward planning.
PE: Early Childhood Special Education Teacher selects content (linked to IEP) from multiple disciplines (including Literacy, Numeracy, and Social Skills, where appropriate) that is naturally integrated in stage 1 of backward planning.
I: Early Childhood Special Education Teacher rarely selects content (linked to IEP) from multiple disciplines (including Literacy, Numeracy, and Social Skills, where appropriate) that is naturally integrated in stage 1 of backward planning.
1.3 Early Childhood Special Education Teacher purposefully plans for the integration of the 4 Cs in stage 1 of backward planning.
HE: Early Childhood Special Education Teacher collaborates with students/families and multidisciplinary team to consistently integrate the 4 Cs in stage 1 of backward planning, as identified in the 4Cs rubric.
E: Early Childhood Special Education Teacher consistently integrates the 4 Cs in stage 1 of backward planning, as identified in the 4Cs rubric.
PE: Early Childhood Special Education Teacher integrates the 4 Cs in stage 1 of backward planning, as identified in the 4Cs rubric.
I: Early Childhood Special Education Teacher rarely integrates the 4 Cs in stage 1 of backward planning, as identified in the 4Cs rubric.
1.4 Early Childhood Special Education Teacher purposefully plans for the integration of 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) in stage 1 of backward planning, where appropriate.
HE: Early Childhood Special Education Teacher collaborates with students/family and multidisciplinary team to consistently integrate 21 st century skills in stage 1 of backward planning, where appropriate.
E: Early Childhood Special Education Teacher consistently integrates 21 st century skills in stage 1 of backward planning, where appropriate.
PE: Early Childhood Special Education Teacher integrates 21 st century skills in stage 1 of backward planning, where appropriate.
I: Early Childhood Special Education Teacher rarely integrates 21 st century skills in stage 1 of backward planning, where appropriate.
1.5 Early Childhood Special Education Teacher evaluates balanced assessment data to purposefully plan for differentiation in stage 1 of backwards planning.
HE: Early Childhood Special Education Teacher collaborates with students/family and multidisciplinary team members using balanced assessment data to consistently plan for differentiation in stage 1 of backward planning.
E: Early Childhood Special Education Teacher uses balanced assessment data to consistently plan for differentiation in stage 1 of backward planning.
PE: Early Childhood Special Education Teacher uses balanced assessment data to plan for differentiation in stage 1 of backward planning.
I: Early Childhood Special Education Teacher rarely uses balanced assessment data to plan for differentiation in stage 1 of backward planning.
Standard 2 – ASSESSMENT: Early Childhood Special Education Teacher uses a balanced assessment system that requires students to demonstrate the GVC

as identified in stage 1 of backward planning.
2.1 Early Childhood Special Education Teacher develops/identifies assessments that require students to demonstrate mastery of World Class Outcomes as identified in stage 1 of backward planning.
HE: Early Childhood Special Education Teacher collaborates with students/family and multidisciplinary team to consistently develop/identify performance assessments that require students to demonstrate mastery of all World Class Outcomes as identified in stage 1 of backward planning.
E: Early Childhood Special Education Teacher consistently develops/identifies quality assessments that require students to demonstrate mastery of all World Class Outcomes as identified in stage 1 of backward planning.
PE: Early Childhood Special Education Teacher develops/identifies assessments that require students to demonstrate mastery of World Class Outcomes as identified in stage 1 of backward planning.
I: Early Childhood Special Education Teacher rarely assesses World Class Outcomes as identified in stage 1 of backward planning.
2.2 Early Childhood Special Education Teacher develops/identifies assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.
HE: Early Childhood Special Education Teacher collaborates with students/family and multidisciplinary team to consistently develop/identify performance assessments that require students to demonstrate mastery of content (linked to IEP) as identified in stage 1 of backward planning.
E: Early Childhood Special Education Teacher consistently develops/identifies quality assessments that require students to demonstrate mastery of content (linked to IEP) as identified in stage 1 of backward planning.
PE: Early Childhood Special Education Teacher develops/identifies assessments that require students to demonstrate mastery of content (linked to IEP) as identified in stage 1 of backward planning.
I: Early Childhood Special Education Teacher rarely requires students to demonstrate mastery of content (linked to IEP) as identified in stage 1 of backward planning.
2.3 Early Childhood Special Education Teacher develops/identifies assessments that allow students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 of backward planning.
HE: Early Childhood Special Education Teacher collaborates with students/families and multidisciplinary team to consistently develop/identify performance assessments that require students to demonstrate progress in all 4 Cs as identified in stage 1 of backward planning, as aligned with the 4 Cs rubrics.
E: Early Childhood Special Education Teacher consistently develops/identifies quality assessments that require students to demonstrate progress in all 4 Cs as identified in stage 1 of backward planning, as aligned with the 4 Cs rubrics.
PE: Early Childhood Special Education Teacher develops/identifies assessments that require students to demonstrate progress in the 4 Cs as identified in stage 1 of backward planning, as aligned with the 4 Cs rubrics.
I: Early Childhood Special Education Teacher rarely requires students to demonstrate expertise in the 4 Cs as identified in stage 1 of backward planning as aligned with the 4Cs rubric.
2.4 Early Childhood Special Education Teacher develops/identifies assessments that requires students to demonstrate 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.
HE: Early Childhood Special Education Teacher collaborates with students/family and multidisciplinary team to consistently develop/identify performance assessments that require students to demonstrate progress in 21 st century skills, where appropriate, as identified in stage 1 of backward planning.
E: Early Childhood Special Education Teacher consistently develops/identifies quality assessments that require students to demonstrate progress in 21 st century skills, where appropriate, as identified in stage 1 of backward planning.
PE: Early Childhood Special Education Teacher develops/identifies assessments that require students to demonstrate progress in 21 st century skills, where appropriate, as identified in stage 1 of backward planning.
I: Early Childhood Special Education Teacher rarely develops/identifies assessments that require students to demonstrate expertise in 21 st century skills, as identified in stage 1 of backward planning
2.5 Early Childhood Special Education Teacher uses quality formative assessments to assess the GVC.
HE: Early Childhood Special Education Teacher collaborates with students/family and multidisciplinary team to consistently use performance based formative assessments that continuously monitor student progress on the GVC, as identified in stage 1 of backward planning.
E: Early Childhood Special Education Teacher consistently uses quality formative assessments that continuously monitor student progress on the GVC, as identified in stage 1 of backward planning.

PE: Early Childhood Special Education Teacher uses formative assessments that continuously monitor student progress on the GVC, as identified in stage 1 of backward planning.
I: Early Childhood Special Education Teacher rarely uses formative assessments to monitor student progress on the GVC, as identified in stage 1 of backward planning.
2.6 Early Childhood Special Education Teacher uses quality interim assessments to assess the GVC.
HE: Early Childhood Special Education Teacher collaborates with students/families and multidisciplinary team to consistently use performance based interim assessments that continuously monitor student progress on the GVC, as identified in stage 1 of backward planning.
E: Early Childhood Special Education Teacher consistently uses quality interim assessments that continuously monitor student progress on the GVC, as identified in stage 1 of backward planning.
PE: Early Childhood Special Education Teacher uses interim assessments that continuously monitor student progress on the GVC, as identified in stage 1 of backward planning.
I: Early Childhood Special Education Teacher rarely uses interim assessments to monitor student progress on the GVC, as identified in stage 1 of backward planning.
2.7 Early Childhood Special Education Teacher uses quality summative assessments to assess the GVC.
HE: Early Childhood Special Education Teacher collaborates with students/family and multidisciplinary team to consistently use performance based summative assessments that continuously monitor student progress on the GVC, as identified in stage 1 of backward planning.
E: Early Childhood Special Education Teacher consistently uses quality summative assessments that continuously monitor student progress on the GVC, as identified in stage 1 of backward planning.
PE: Early Childhood Special Education Teacher uses summative assessments that continuously monitor student progress on the GVC, as identified in stage 1 of backward planning.
I: Early Childhood Special Education Teacher rarely uses summative assessments to monitor student progress on the GVC, as identified in stage 1 of backward planning.
2.8 Early Childhood Special Education Teacher provides each student/family with specific, timely, and personalized feedback.
HE: Early Childhood Special Education Teacher collaborates with students/families to consistently provide actionable feedback to students regarding their progress on the GVC (linked to IEP), as identified in stage 1 of backward planning.
E: Early Childhood Special Education Teacher consistently provides actionable feedback to students/families regarding their progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
PE: Early Childhood Special Education Teacher provides actionable feedback to students/families regarding their progress on the GVC (linked to IEP) as identified in stage 1 of backward planning.
I: Early Childhood Special Education Teacher provides minimal, generic, and/or non-actionable feedback to students as identified in stage 1 of backward planning.
Standard -3 INSTRUCTION: Early Childhood Special Education Teacher facilitates learning opportunities for students to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
3.1. Early Childhood Special Education Teacher facilitates student mastery of the World Class Outcomes (Global, Transferrable, Sustainable, Authentic and Higher Level Blooms) as identified in stage 1 and assessed in stage 2 of backward planning.
HE: Early Childhood Special Education Teacher collaborates with students/families to consistently implement opportunities for students to master all World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
E: Early Childhood Special Education Teacher consistently implements opportunities for students to master all World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
PE: Early Childhood Special Education Teacher implements opportunities for students to master most World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
I: Early Childhood Special Education Teacher rarely implements opportunities for students to master World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
3.2 Early Childhood Special Education Teacher facilitates student mastery of content as identified in stage 1 and assessed in stage 2 of backward planning.
HE: Early Childhood Special Education Teacher collaborates with students/families and multidisciplinary team to consistently implement opportunities that utilize suitable

content as a vehicle to master the GVC (linked to IEP) as identified in stage 1 and assessed in stage 2 of backward planning.
E: Early Childhood Special Education Teacher consistently implements opportunities that utilize suitable content as a vehicle to master the GVC (linked to IEP) as identified in stage 1 and assessed in stage 2 of backward planning.
PE: Early Childhood Special Education Teacher implements opportunities that utilize suitable content as a vehicle to master the GVC (linked to IEP) as identified in stage 1 and assessed in stage 2 of backward planning.
I: Early Childhood Special Education Teacher rarely implements opportunities that utilize suitable content as a vehicle to master the GVC (linked to IEP) as identified in stage 1 and assessed in stage 2 of backward planning.
3.3 Early Childhood Special Education Teacher facilitates opportunities for students to develop, demonstrate expertise and use the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 and assessed in stage 2 of backward planning.
HE: Early Childhood Special Education Teacher collaborates with students/families and multidisciplinary team to consistently implement opportunities for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubrics, and as identified in stage 1 and assessed in stage 2 of backward planning.
E: Early Childhood Special Education Teacher consistently implements opportunities for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubrics, and as identified in stage 1 and assessed in stage 2 of backward planning.
PE: Early Childhood Special Education Teacher implements opportunities for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubric, and as identified in stage 1 and assessed in stage 2 of backward planning.
I: Early Childhood Special Education Teacher rarely implements opportunities for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubrics, and as identified in stage 1 and assessed in stage 2 of backward planning.
3.4 Early Childhood Special Education Teacher facilitates opportunities for students to develop and demonstrate expertise in the 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.
HE: Early Childhood Special Education Teacher collaborates with students/families and multidisciplinary team to consistently implement opportunities for students to develop and demonstrate expertise in 21 st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
E: Early Childhood Special Education Teacher consistently implements opportunities for students to develop and demonstrate expertise in 21 st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
PE: Early Childhood Special Education Teacher implements opportunities for students to develop and demonstrate expertise in 21 st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
I: Early Childhood Special Education Teacher rarely implements opportunities for students to develop and demonstrate expertise in 21 st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
3.5 Early Childhood Special Education Teacher uses balanced assessment data to implement, deliver and refine learning opportunities.
HE: Early Childhood Special Education Teacher collaborates with students/families and multidisciplinary team to consistently review and use summative, formative, and interim data from the balanced assessment system to implement personalized, transferable learning opportunities that meet the unique learning needs of students, better facilitate mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve Early Childhood Special Education Teacher practice.
E: Early Childhood Special Education Teacher consistently reviews and uses summative, formative, and interim data from the balanced assessment system to consistently implement personalized, transferable learning opportunities that meet the unique learning needs of students, better facilitate mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve Early Childhood Special Education Teacher practice.
PE: Early Childhood Special Education Teacher reviews and uses summative, formative, and interim data from the balanced assessment system to implement personalized, transferable learning opportunities that meet the unique learning needs of students, better facilitate mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve Early Childhood Special Education Teacher practice.
I: Early Childhood Special Education Teacher rarely reviews and uses summative, formative, and interim data from the balanced assessment system to implement personalized, transferable learning opportunities that meet the unique learning needs of students, better facilitate mastery of the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve Early Childhood Special Education Teacher practice.
3.6 Early Childhood Special Education Teacher facilitates differentiated learning opportunities for students to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
HE: Early Childhood Special Education Teacher collaborates with students/families and multidisciplinary team to consistently implement differentiated opportunities for students to progress toward the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.
E: Early Childhood Special Education Teacher consistently implements differentiated opportunities for students to progress toward the GVC (linked to IEP) identified in

stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.
PE: Early Childhood Special Education Teacher implements differentiated opportunities for students to progress toward the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.
I: Early Childhood Special Education Teacher rarely implements differentiated opportunities for students to progress toward the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.
3.7 Early Childhood Special Education Teacher facilitates learning opportunities that empower students to use a variety of higher order thinking skills to learn the GVC as identified in stage 1 and assessed in stage 2 to create sustainable learning.
HE: Early Childhood Special Education Teacher collaborates with students/families and multidisciplinary team to consistently create and implement sustainable learning opportunities to facilitate progress toward the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning. All learning opportunities empower students to learn through higher order thinking skills that are cognitively complex and based on individual student abilities.
E: Early Childhood Special Education Teacher consistently creates and implements sustainable learning opportunities to facilitate progress toward the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning. Learning opportunities consistently empower students to learn through higher order thinking skills that are cognitively complex and based on individual student abilities.
PE: Early Childhood Special Education Teacher creates and implements sustainable learning opportunities to facilitate progress toward the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning. Learning opportunities empower students to learn through higher order thinking skills that are cognitively complex and based on individual student abilities.
I: Early Childhood Special Education Teacher rarely creates and implements sustainable learning opportunities to facilitate progress toward the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning. Learning opportunities rarely empower students to learn through higher order thinking skills that are cognitively complex or based on individual student abilities.
3.8 Early Childhood Special Education Teacher facilitates learning opportunities that engage all students in sustainable learning opportunities through voice and choice, for students to master the GVC identified in stage 1 and assessed in stage 2 of backward planning.
HE: Early Childhood Special Education Teacher collaborates with students/family and multidisciplinary team to consistently create and implement challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to make progress toward the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
E: Early Childhood Special Education Teacher consistently creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and transferable learning opportunities for students to make progress toward the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
PE: Early Childhood Special Education Teacher creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to make progress toward the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
I: Early Childhood Special Education Teacher rarely creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to make progress toward the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
3.9 Early Childhood Special Education Teacher facilitates learning opportunities for all students to use World Class Tools to make progress toward the GVC.
HE: Early Childhood Special Education Teacher collaborates with students/family and multidisciplinary team to consistently create and implement learning experiences that utilize technology to make progress toward the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
E: Early Childhood Special Education Teacher consistently creates and implements learning experiences that utilize technology to make progress toward the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
PE: Early Childhood Special Education Teacher creates and implements learning experiences that utilize technology to make progress toward the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
I: Early Childhood Special Education Teacher rarely creates and implements learning experiences that utilize technology to master the GVC (linked to IEP) identified in stage 1 and assessed in stage 2 of backward planning.
Standard 4 – CULTURE & CLIMATE: Early Childhood Special Education Teacher models and collaborates with students to create a respectful and restorative culture and climate.
4.1 Early Childhood Special Education Teacher models and collaborates with students to create an environment that is safe.
HE: Early Childhood Special Education Teacher collaborates with students to construct and maintain a classroom environment that is both physically and emotionally safe for all students.
E: Early Childhood Special Education Teacher facilitates an environment that is both physically and emotionally safe for all students.
PE: Early Childhood Special Education Teacher 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 Early Childhood Special Education Teacher facilitates opportunities for students to construct, understand, and practice a restorative classroom environment.
HE: Early Childhood Special Education Teacher collaborates with all students to form and maintain a restorative classroom community. Early Childhood Special Education 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.
E: Early Childhood Special Education Teacher facilitates the opportunity for students to develop a restorative classroom community. Early Childhood Special Education 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.
PE: Early Childhood Special Education Teacher provides the opportunity for students to give input into classroom rules. Early Childhood Special Education Teacher treats all students in a fair and equitable manner.
I: Early Childhood Special Education Teacher posts class rules where they are readily available to all students and rules are not uniformly applied to all students.
4.3 Early Childhood Special Education Teacher establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.
HE: Early Childhood Special Education Teacher collaborates with students to facilitate an environment where students express different points of view in a safe and respectful environment.
E: Early Childhood Special Education Teacher facilitates an environment where students express different points of view in a safe and respectful environment.
PE: Early Childhood Special Education Teacher promotes an environment where some students feel safe to express different points of view.
I: Early Childhood Special Education Teacher establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
4.4 Early Childhood Special Education Teacher models and establishes positive relationships with all students.
HE: Early Childhood Special Education 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.
E: Early Childhood Special Education Teacher respectfully interacts with all students.
PE: Early Childhood Special Education Teacher creates a classroom environment that encourages and builds positive relationships with most students.
I: Early Childhood Special Education Teacher creates a classroom environment where students are directed to interact respectfully.
Standard 5 – PROFESSIONALISM: Early Childhood Special Education Teacher demonstrates professional growth and development, leadership, and professionalism.
5.1 Early Childhood Special Education Teacher works collaboratively with colleagues for the benefit of students.
HE: Early Childhood Special Education Teacher creates/leads collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Early Childhood Special Education Teacher works with school teams/administration to provide enriched opportunities for students.
E: Early Childhood Special Education Teacher participates on collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Early Childhood Special Education Teacher works with school teams/administration to provide enriched opportunities for students.
PE: Early Childhood Special Education Teacher participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: Early Childhood Special Education Teacher participates as required, and collaboration with colleagues is limited to cordial relationships.
5.2 Early Childhood Special Education 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.
HE: Early Childhood Special Education 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.
E: Early Childhood Special Education 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: Early Childhood Special Education Teacher creates a professional growth plan aimed at acquiring new skills to improve learning that is related to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
I: Early Childhood Special Education 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 Early Childhood Special Education Teacher demonstrates application of professional learning to practice.
HE: Early Childhood Special Education 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.
E: Early Childhood Special Education 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: Early Childhood Special Education Teacher implements new knowledge or skills learned through professional development.
I: Early Childhood Special Education Teacher participates in low-level or limited professional development. Teacher links professional development to professional practice on a limited basis.
5.4 Early Childhood Special Education Teacher differentiates communication with families based on the individual needs of the student.
HE: Early Childhood Special Education Teacher 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.
E: Early Childhood Special Education 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 master World Class Outcomes.
PE: Early Childhood Special Education Teacher differentiates communication with families to help students meet education goals.
I: Early Childhood Special Education Teacher communicates with families regarding student progress and educational goals as required.
5.5 Early Childhood Special Education Teacher demonstrates professional and ethical conduct including following all laws, district policies and school procedures.
HE: Early Childhood Special Education Teacher leads and models professional behavior within the building and throughout the district and community.
E: Early Childhood Special Education Teacher demonstrates professional behavior in meeting all expectations, both legal and school/district.
PE: Early Childhood Special Education Teacher is compliant with legal and school/district expectations.
I: Early Childhood Special Education Teacher does not meet legal and school/district expectations.