

CITE 2014 - Generalist

Standard 1 – OUTCOMES: Teacher purposefully plans outcomes using the District GVC in stage 1 of backward planning.
1.1 Teacher purposefully plans for the integration of World Class Outcomes in stage 1 of backward planning.
HE: Teacher collaborates with students to consistently plan for students to master all World Class Outcomes that are integrated in stage 1 of backward planning.
E: Teacher consistently plans for students to master all World Class Outcomes that are integrated in stage 1 of backward planning.
PE: Teacher plans for students to master most World Class Outcomes that are integrated in stage 1 of backward planning.
I: Teacher rarely plans for students to master World Class Outcomes that are integrated in stage 1 of backward planning.
1.2 Teacher purposefully plans for the integration of content in stage 1 of backward planning.
HE: Teacher collaborates with students to consistently select content from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
E: Teacher consistently selects content from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
PE: Teacher selects content from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
I: Teacher rarely selects content from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
1.3 Teacher purposefully plans for the integration of the 4 Cs in stage 1 of backward planning.
HE: Teacher collaborates with students to consistently integrate the 4 Cs in stage 1 of backward planning, as identified in the 4 Cs rubrics.
E: Teacher consistently integrates the 4 Cs in stage 1 of backward planning, as identified in the 4 Cs rubrics.
PE: Teacher integrates the 4 Cs in stage 1 of backward planning, as identified in the 4 Cs rubrics.
I: Teacher rarely integrates the 4 Cs in stage 1 of backward planning, as identified in the 4 Cs rubrics.
1.4 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: Teacher collaborates with students to consistently integrate 21st century skills in stage 1 of backward planning, where appropriate.
E: Teacher consistently integrates 21st century skills in stage 1 of backward planning, where appropriate.
PE: Teacher integrates 21st century skills in stage 1 of backward planning, where appropriate.
I: Teacher rarely integrates 21st century skills in stage 1 of backward planning, where appropriate.
1.5 Teacher evaluates balanced assessment data to purposefully plan for differentiation in stage 1 of backward planning.
HE: Teacher collaborates with students, using balanced assessment data, to consistently plan for differentiation in stage 1 of backward planning.
E: Teacher uses balanced assessment data to consistently plan for differentiation in stage 1 of backward planning.
PE: Teacher uses balanced assessment data to plan for differentiation in stage 1 of backward planning.
I: Teacher rarely uses balanced assessment data to plan for differentiation in stage 1 of backward planning.
Standard 2 – ASSESSMENT: Teacher uses a balanced assessment system that requires students to demonstrate the GVC as identified in stage 1 of backward planning.
2.1 Teacher develops/identifies assessments that require students to demonstrate mastery of World Class Outcomes as identified in stage 1 of backward planning.
HE: Teacher collaborates with students 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: 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: Teacher develops/identifies assessments that require students to demonstrate mastery of most World Class Outcomes as identified in stage 1 of backward planning.
I: Teacher rarely assesses World Class Outcomes as identified in stage 1 of backward planning.
2.2 Teacher develops/identifies assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.
HE: Teacher collaborates with students to consistently develop/identify performance assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.
E: Teacher consistently develops/identifies quality assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.
PE: Teacher develops/identifies assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.
I: Teacher rarely requires students to demonstrate mastery of content as identified as identified in stage 1 of backward planning.
2.3 Teacher develops/identifies assessments that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 of backward planning.
HE: Teacher collaborates with students to consistently develop/identify performance assessments that require students to demonstrate expertise in all 4 Cs as identified in stage 1 of backward planning, as aligned with the 4 Cs rubrics.
E: Teacher consistently develops/identifies quality assessments that require students to demonstrate expertise in all 4 Cs as identified in stage 1 of backward planning, as aligned with the 4 Cs rubrics.
PE: Teacher develops/identifies assessments that require students to demonstrate expertise in all 4 Cs as identified in stage 1 of backward planning, as aligned with the 4 Cs rubrics.
I: Teacher rarely requires students to demonstrate expertise in the 4 Cs as identified in stage 1 of backward planning, as aligned with the 4 Cs rubric
2.4 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: Teacher collaborates with students to consistently develop/identify performance assessments that require students to demonstrate expertise in 21st century skills, where appropriate, as identified in stage 1 of backward planning.
E: Teacher consistently develops/identifies quality assessments that require students to demonstrate expertise in 21st century skills, where appropriate, as identified in stage 1 of backward planning.
PE: Teacher develops/identifies assessments that require students to demonstrate expertise in 21st century skills, where appropriate, as identified in stage 1 of backward planning.
I: Teacher rarely develops/identifies assessments that require students to demonstrate expertise in 21st century skills, where appropriate, as identified in stage 1 of backward planning.
2.5 Teacher uses quality formative assessments to assess the GVC.
HE: Teacher collaborates with students to consistently use quality formative assessments, including performance formative assessments where appropriate, that continuously monitor student progress on the GVC, as identified in stage 1 of backward planning.
E: Teacher consistently uses quality formative assessments that continuously monitor student progress on the GVC, as identified in stage 1 of backward planning.
PE: Teacher uses formative assessments that continuously monitor student progress on the GVC, as identified in stage 1 of backward planning.
I: Teacher does not use formative assessments to monitor student progress on the GVC, as identified in stage 1 of backward planning.
2.6 Teacher uses quality interim assessments to assess the GVC.
HE: Teacher collaborates with students to consistently use performance based interim assessments that benchmark student progress on the GVC, as identified in stage 1 of backward planning.
E: Teacher consistently uses quality interim assessments that benchmark student progress on the GVC, as identified in stage 1 of backward planning.
PE: Teacher uses interim assessments that benchmark student progress on the GVC, as identified in stage 1 of backward planning.
I: Teacher rarely uses interim assessments to benchmark student progress on the GVC, as identified in stage 1 of backward planning.
2.7 Teacher uses quality summative assessments to assess the GVC.
HE: Teacher collaborates with students to consistently use performance based summative assessments that measure student progress on the GVC, as identified in stage 1 of backward planning.
E: Teacher consistently uses quality summative assessments that measure student progress on the GVC, as identified in stage 1 of backward planning.
PE: Teacher uses summative assessments that measure student progress on the GVC, as identified in stage 1 of backward planning.
I: Teacher rarely uses summative assessments to monitor student progress on the GVC, as identified in stage 1 of backward planning.
2.8 Teacher provides each student with specific, timely, and personalized feedback.
HE: Teacher collaborates with students to consistently provide actionable feedback to students regarding their progress on the GVC, as identified in stage 1 of backward planning.
E: Teacher consistently provides actionable feedback to students regarding their progress on the GVC as identified in stage 1 of backward planning.
PE: Teacher provides actionable feedback to students regarding their progress on the GVC as identified in stage 1 of backward planning.
I: Teacher provides minimal, generic, and/or non-actionable feedback to students, as identified in stage 1 of backward planning.
Standard 3 - INSTRUCTION: 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. 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: Teacher collaborates with students 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: 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: 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: 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 Teacher facilitates student mastery of content as identified in stage 1 and assessed in stage 2 of backward planning.
HE: Teacher collaborates with students to consistently implement opportunities that utilize suitable content as a vehicle to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
E: Teacher consistently implements opportunities that utilize suitable content as a vehicle to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
PE: Teacher implements opportunities that utilize suitable content as a vehicle to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
I: Teacher rarely implements opportunities that utilize suitable content as a vehicle to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
3.3 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: Teacher collaborates with students 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: 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: 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: 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 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: Teacher collaborates with students to consistently implement opportunities for students to develop and demonstrate expertise in 21st 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: Teacher consistently implements opportunities for students to develop and demonstrate expertise in 21st 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: Teacher implements opportunities for students to develop and demonstrate expertise in 21st 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: Teacher rarely implements opportunities for students to develop and demonstrate expertise in 21st 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 Teacher uses balanced assessment data to implement, deliver and refine learning opportunities.
HE: Teacher collaborates with students to consistently review and use formative, interim, and summative data from the balanced assessment system to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate mastery of the GVC identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve teacher practice.
E: Teacher consistently reviews and uses formative, interim, and summative data from the balanced assessment system to consistently implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate mastery of the GVC identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve teacher practice.
PE: Teacher reviews and uses formative, interim, and summative data from the balanced assessment system to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate mastery of the GVC identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve teacher practice.
I: Teacher rarely reviews and uses formative, interim, and summative data from the balanced assessment system to implement personalized, sustainable learning opportunities that meet the unique learning needs of students, better facilitate mastery of the GVC identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve teacher practice.
3.6 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: Teacher collaborates with students to consistently implement differentiated opportunities for students to develop mastery of the GVC identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.
E: Teacher consistently implements differentiated opportunities for students to develop mastery of the GVC identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.
PE: Teacher implements differentiated opportunities for students to develop mastery of the GVC identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.
I: Teacher rarely implements differentiated opportunities for students to develop mastery of the GVC identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.
3.7 Teacher facilitates learning opportunities that empower students to use higher order thinking skills (analyze, evaluate, and create/invent) to learn the GVC as identified in stage 1 and assessed in stage 2 to create sustainable learning.
HE: Teacher collaborates with students to consistently create and implement sustainable learning opportunities to master the GVC identified in stage 1 and assessed in stage 2 of backward planning. All learning opportunities empower students to learn through the top tiers of Bloom's Taxonomy (analyze, evaluate, create/invent) and are cognitively complex.
E: Teacher consistently creates and implements sustainable learning opportunities to master the GVC identified in stage 1 and assessed in stage 2 of backward planning. Learning opportunities consistently empower students to learn through the top tiers of Bloom's Taxonomy (analyze, evaluate, create/invent) and are cognitively complex.
PE: Teacher creates and implements sustainable learning opportunities to master the GVC identified in stage 1 and assessed in stage 2 of backward planning. Learning opportunities empower students to learn through the top tiers of Bloom's Taxonomy (analyze, evaluate, create/invent) and are cognitively complex.
I: Teacher rarely creates and implements sustainable learning opportunities to master the GVC identified in stage 1 and assessed in stage 2 of backward planning. Learning opportunities rarely empower students to learn through the top tiers of Bloom's Taxonomy (analyze, evaluate, create/invent) and are rarely cognitively complex.
3.8 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: Teacher collaborates with students to consistently create and implement challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to master the GVC identified in stage 1 and assessed in stage 2 of backward planning.
E: Teacher consistently creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to master the GVC identified in stage 1 and assessed in stage 2 of backward planning.
PE: Teacher creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to master the GVC identified in stage 1 and assessed in stage 2 of backward planning.
I: Teacher rarely creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to master the GVC identified in stage 1 and assessed in stage 2 of backward planning.
3.9 Teacher facilitates learning opportunities for all students to use World Class Tools to master the GVC.
HE: Teacher collaborates with students to consistently create and implement learning experiences that utilize technology to master the GVC identified in stage 1 and assessed in stage 2 of backward planning.
E: Teacher consistently creates and implements learning experiences that utilize technology to master the GVC identified in stage 1 and assessed in stage 2 of backward planning.
PE: Teacher creates and implements learning experiences that utilize technology to master the GVC identified in stage 1 and assessed in stage 2 of backward planning.
I: Teacher rarely creates and implements learning experiences that utilize technology to master the GVC identified in stage 1 and assessed in stage 2 of backward planning.
Standard 4 – CULTURE & CLIMATE: Teacher models and collaborates with students to create a respectful and restorative culture and climate.
4.1 Teacher models and collaborates with students to create an environment that is safe.
HE: Teacher collaborates with students to construct and maintain a classroom environment that is both physically and emotionally safe for all students.

E: Teacher facilitates an environment that is both physically and emotionally safe for all students.
PE: 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 Teacher facilitates opportunities for students to construct, understand, and practice a restorative classroom environment.
HE: Teacher collaborates with all students to form and maintain a restorative classroom community. 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: Teacher facilitates the opportunity for students to develop a restorative classroom community. 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: Teacher provides the opportunity for students to give input into classroom rules. Teacher treats all students in a fair and equitable manner.
I: Teacher posts class rules where they are readily available to all students and rules are not uniformly applied to all students.
4.3 Teacher establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.
HE: Teacher collaborates with students to facilitate an environment where students express different points of view in a safe and respectful environment.
E: Teacher facilitates an environment where students express different points of view in a safe and respectful environment.
PE: Teacher promotes an environment where some students feel safe to express different points of view.
I: Teacher establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
4.4 Teacher models and establishes positive relationships with all students.
HE: 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: Teacher respectfully interacts with all students.
PE: Teacher creates a classroom environment that encourages and builds positive relationships with most students.
I: Teacher creates a classroom environment where students are directed to interact respectfully.
Standard 5 – PROFESSIONALISM: Teacher demonstrates professional growth and development, leadership, and professionalism.
5.1 Teacher works collaboratively with colleagues for the benefit of students.
HE: 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.
E: 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: Teacher participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: Teacher participates as required, and collaboration with colleagues is limited to cordial relationships.
5.2 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: 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: 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: 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: 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 Teacher demonstrates application of professional learning to practice.
HE: 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: 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: Teacher implements new knowledge or skills learned through professional development.
I: Teacher participates in low-level or limited professional development. Teacher links professional development to professional practice on a limited basis.
5.4 Teacher differentiates communication with families based on the individual needs of the student.
HE: 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: 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: Teacher differentiates communication with families to help students meet education goals.
I: Teacher communicates with families regarding student progress and educational goals as required.
5.5 Teacher demonstrates professional and ethical conduct including following all laws, district policies and school procedures.
HE: Teacher leads and models professional behavior within the building and throughout the district and community.
E: Teacher demonstrates professional behavior in meeting all expectations, both legal and school/district.
PE: Teacher is compliant with legal and school/district expectations.
I: Teacher does not meet legal and school/district expectations.

