

# 2014-2015 CITE – Intervention Specialist

08.01.2014

<b>Standard 1 – Outcomes: Intervention Specialist purposefully plans (and/or collaborates to purposefully plan) outcomes using the District GVC in stage 1 of backward planning.</b>
<b>1.1 Intervention Specialist purposefully plans (and/or collaborates to purposefully plan) for the integration of World Class Outcomes in stage 1 of backward planning.</b>
HE: Intervention Specialist collaborates with students and/or teachers to consistently plan for students to master all World Class Outcomes that are integrated in stage 1 of backward planning.
E: Intervention Specialist consistently plans for students to master all World Class Outcomes that are integrated in stage 1 of backward planning.
PE: Intervention Specialist plans for students to master most World Class Outcomes that are integrated in stage 1 of backward planning.
I: Intervention Specialist rarely plans for students to master World Class Outcomes that are integrated in stage 1 of backward planning.
<b>1.2 Intervention Specialist purposefully plans (and/or collaborates to purposefully plan) for the integration of content in stage 1 of backward planning.</b>
HE: Intervention Specialist collaborates with students and/or teachers to consistently select content from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
E: Intervention Specialist consistently selects content from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
PE: Intervention Specialist selects content from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
I: Intervention Specialist rarely selects content from multiple disciplines (including Literacy and Numeracy, where appropriate) that is naturally integrated in stage 1 of backward planning.
<b>1.3 Intervention Specialist purposefully plans (and/or collaborates to purposefully plan) for the integration of the 4Cs in stage 1 of backward planning.</b>
HE: Intervention Specialist collaborates with students and/or teachers to consistently integrate the 4Cs in stage 1 of backward planning, as identified in the 4Cs rubrics.
E: Intervention Specialist consistently integrates the 4Cs in stage 1 of backward planning, as identified in the 4Cs rubrics.
PE: Intervention Specialist integrates the 4Cs in stage 1 of backward planning, as identified in the 4Cs rubrics.
I: Intervention Specialist rarely integrates the 4Cs in stage 1 of backward planning, as identified in the 4Cs rubrics.
<b>1.4 Intervention Specialist purposefully plans (and/or collaborates to purposefully plan) for the integration of 21<sup>st</sup> 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.</b>
HE: Intervention Specialist collaborates with students and/or teachers to consistently integrate 21 <sup>st</sup> century skills in stage 1 of backward planning, where appropriate.
E: Intervention Specialist consistently integrates 21 <sup>st</sup> century skills in stage 1 of backward planning, where appropriate.
PE: Intervention Specialist integrates 21 <sup>st</sup> century skills in stage 1 of backward planning, where appropriate.
I: Intervention Specialist rarely integrates 21 <sup>st</sup> century skills in stage 1 of backward planning, where appropriate.
<b>1.5 Intervention Specialist evaluates balanced assessment data to purposefully plan (and/or collaborates to purposefully plan) for differentiation in stage 1 of backwards planning.</b>
HE: Intervention Specialist collaborates with students and/or teachers using balanced assessment data to consistently plan for differentiation in stage 1 of backward planning.
E: Intervention Specialist uses balanced assessment data to consistently plan for differentiation in stage 1 of backward planning.
PE: Intervention Specialist uses balanced assessment data to plan for differentiation in stage 1 of backward planning.
I: Intervention Specialist rarely uses balanced assessment data to plan for differentiation in stage 1 of backward planning.
<b>Standard 2 – ASSESSMENT: Intervention Specialist uses a balanced assessment system that requires students to demonstrate the GVC as identified in stage 1 of backward planning.</b>

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

<b>2.6 Intervention Specialist uses (and/or supports teachers to use) quality interim assessments to assess the GVC.</b>
HE: Intervention Specialist collaborates with students and/or teachers to consistently use performance based interim assessments that benchmark student progress on the GVC, as identified in stage 1 of backward planning.
E: Intervention Specialist consistently uses (and/or supports teachers to use) quality interim assessments that benchmark student progress on the GVC, as identified in stage 1 of backward planning.
PE: Intervention Specialist uses (and/or supports teachers to use) interim assessments that benchmark student progress on the GVC, as identified in stage 1 of backward planning.
I: Intervention Specialist rarely uses (and/or supports teachers to use) interim assessments to benchmark student progress on the GVC, as identified in stage 1 of backward planning.
<b>2.7 Intervention Specialist uses (and/or supports teachers to use) quality summative assessments to assess the GVC.</b>
HE: Intervention Specialist collaborates with students and/or teachers to consistently use performance based summative assessments that measure student progress on the GVC, as identified in stage 1 of backward planning.
E: Intervention Specialist consistently uses (and/or supports teachers to use) quality summative assessments that measure student progress on the GVC, as identified in stage 1 of backward planning.
PE: Intervention Specialist uses (and/or supports teachers to use) summative assessments that measure student progress on the GVC, as identified in stage 1 of backward planning.
I: Intervention Specialist rarely uses (and/or supports teachers to use) summative assessments to monitor student progress on the GVC, as identified in stage 1 of backward planning.
<b>2.8 Intervention Specialist provides (and/or supports teachers to provide) each student with specific, timely, and personalized feedback.</b>
HE: Intervention Specialist collaborates with students and/or teachers to consistently provide actionable feedback to students regarding their progress on the GVC, as identified in stage 1 of backward planning.
E: Intervention Specialist consistently provides (and/or supports teachers to provide) actionable feedback to students regarding their progress on the GVC as identified in stage 1 of backward planning.
PE: Intervention Specialist provides (and/or supports teachers to provide) actionable feedback to students regarding their progress on the GVC as identified in stage 1 of backward planning.
I: Intervention Specialist provides (and/or supports teachers to provide) minimal, generic, and/or non-actionable feedback to students as identified in stage 1 of backward planning.
<b>Standard -3 INSTRUCTION: Intervention Specialist facilitates learning opportunities for students to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.</b>
<b>3.1. Intervention Specialist 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.</b>
HE: Intervention Specialist collaborates with students and/or teachers 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: Intervention Specialist consistently implements (and/or supports teachers to implement) opportunities for students to master all World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
PE: Intervention Specialist implements (and/or supports teachers to implement) opportunities for students to master most World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
I: Intervention Specialist rarely implements (and/or supports teachers to implement) opportunities for students to master World Class Outcomes that are identified in stage 1 and assessed in stage 2 of backward planning.
<b>3.2 Intervention Specialist facilitates student mastery of content as identified in stage 1 and assessed in stage 2 of backward planning.</b>
HE: Intervention Specialist collaborates with students and/or teachers 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: Intervention Specialist consistently implements (and/or supports teachers to 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.
PE: Intervention Specialist implements (and/or supports teachers to 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.
I: Intervention Specialist rarely implements (and/or supports teachers to 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.
<b>3.3 Intervention Specialist facilitates opportunities for students to develop, demonstrate expertise, and use the 4Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 and assessed in stage 2 of backward planning.</b>
HE: Intervention Specialist collaborates with students and/or teachers to consistently implement opportunities for students to develop and demonstrate expertise in all of the 4Cs as defined by the 4Cs rubrics, and as identified in stage 1 and assessed in stage 2 of backward planning.
E: Intervention Specialist consistently implements (and/or supports teachers to implement) opportunities for students to develop and demonstrate expertise in all of the 4Cs as defined by the 4Cs rubrics, and as identified in stage 1 and assessed in stage 2 of backward planning.
PE: Intervention Specialist implements (and/or supports teachers to implement) opportunities for students to develop and demonstrate expertise in all of the 4Cs as defined by the 4Cs rubric, and as identified in stage 1 and assessed in stage 2 of backward planning.
I: Intervention Specialist rarely implements (and/or supports teachers to implement) opportunities for students to develop and demonstrate expertise in all of the 4Cs as defined by the 4Cs rubrics, and as identified in stage 1 and assessed in stage 2 of backward planning.
<b>3.4 Intervention Specialist 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.</b>
HE: Intervention Specialist collaborates with students and/or teachers 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: Intervention Specialist consistently implements (and/or supports teachers to 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.
PE: Intervention Specialist implements (and/or supports teachers to 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.
I: Intervention Specialist rarely implements (and/or supports teachers to 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.
<b>3.5 Intervention Specialist uses (and/or supports teachers to use) balanced assessment data to implement, deliver and refine learning opportunities.</b>
HE: Intervention Specialist collaborates with students and/or teachers 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 Intervention Specialist practice.
E: Intervention Specialist consistently reviews and uses formative, interim, and summative data from the balanced assessment system to consistently implement (and/or support teachers 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 Intervention Specialist practice.
PE: Intervention Specialist reviews and uses formative, interim, and summative data from the balanced assessment system to implement (and/or support teachers 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 Intervention Specialist practice.
I: Intervention Specialist rarely reviews and uses formative, interim, and summative data from the balanced assessment system to implement (and/or support teachers 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 Intervention Specialist practice.
<b>3.6 Intervention Specialist facilitates differentiated learning opportunities for students to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.</b>
HE: Intervention Specialist collaborates with students and/or teachers 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: Intervention Specialist consistently implements (and/or supports teachers to 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.
PE: Intervention Specialist implements (and/or supports teachers to 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.
I: Intervention Specialist rarely implements (and/or supports teachers to 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.
<b>3.7 Intervention Specialist 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.</b>

HE: Intervention Specialist collaborates with students and/or teachers 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 tier of Bloom's Taxonomy (analyze, evaluate, create/invent) and are cognitively complex.
E: Intervention Specialist consistently creates and implements (and/or supports teachers to create and implement) 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 tier of Bloom's Taxonomy (analyze, evaluate, create/invent) and are cognitively complex.
PE: Intervention Specialist creates and implements (and/or supports teachers to create and implement) 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 tier of Bloom's Taxonomy (analyze, evaluate, create/invent) and are cognitively complex.
I: Intervention Specialist rarely creates and implements (and/or supports teachers to create and implement) 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 tier of Bloom's Taxonomy (analyze, evaluate, create/invent) and are rarely cognitively complex.
<b>3.8 Intervention Specialist 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.</b>
HE: Intervention Specialist collaborates with students and/or teacher 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: Intervention Specialist consistently creates and implements (and/or supports teachers to 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.
PE: Intervention Specialist creates and implements (and/or supports teachers to 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.
I: Intervention Specialist rarely creates and implements (and/or supports teachers to 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.
<b>3.9 Intervention Specialist facilitates learning opportunities for all students to use World Class Tools to master the GVC.</b>
HE: Intervention Specialist collaborates with students and/or teachers 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: Intervention Specialist consistently creates and implements (and/or supports teachers to create and implement) learning experiences that utilize technology to master the GVC identified in stage 1 and assessed in stage 2 of backward planning.
PE: Intervention Specialist creates and implements (and/or supports teachers to create and implement) learning experiences that utilize technology to master the GVC identified in stage 1 and assessed in stage 2 of backward planning.
I: Intervention Specialist rarely creates and implements (and/or supports teachers to create and implement) learning experiences that utilize technology to master the GVC identified in stage 1 and assessed in stage 2 of backward planning.
<b>Standard 4 – CULTURE &amp; CLIMATE: Intervention Specialist models and collaborates with students to create a respectful and restorative culture and climate.</b>
<b>4.1 Intervention Specialist models and collaborates with students to create an environment that is safe.</b>
HE: Intervention Specialist collaborates with students to construct and maintain a classroom environment that is both physically and emotionally safe for all students.
E: Intervention Specialist facilitates an environment that is both physically and emotionally safe for all students.
PE: Intervention Specialist presents rules to achieve a classroom environment that is physically and emotionally safe.
I: The classroom is not physically and/or emotionally safe.
<b>4.2 Intervention Specialist facilitates opportunities for students to construct, understand, and practice a restorative classroom environment.</b>
HE: Intervention Specialist collaborates with all students to form and maintain a restorative classroom community. Intervention Specialist facilitates positive opportunities for students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed.
E: Intervention Specialist facilitates the opportunity for students to develop a restorative classroom community. Intervention Specialist facilitates positive opportunities for students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior and restore relationships when they have been harmed.
PE: Intervention Specialist provides the opportunity for students to give input into classroom rules. Intervention Specialist treats all students in a fair and equitable manner.
I: Intervention Specialist posts class rules where they are readily available to all students and rules are not uniformly applied to all students.
<b>4.3 Intervention Specialist establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.</b>
HE: Intervention Specialist collaborates with students to facilitate an environment where students express different points of view in a safe and respectful environment.
E: Intervention Specialist facilitates an environment where students express different points of view in a safe and respectful environment.
PE: Intervention Specialist promotes an environment where some students feel safe to express different points of view.
I: Intervention Specialist establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
<b>4.4 Intervention Specialist models and establishes positive relationships with all students.</b>
HE: Intervention Specialist respectfully interacts with every student as an individual and differentiates their interactions based on their knowledge of each student, inside and outside the classroom.
E: Intervention Specialist respectfully interacts with all students.
PE: Intervention Specialist creates a classroom environment that encourages and builds positive relationships with most students.

I: Intervention Specialist creates a classroom environment where students are directed to interact respectfully.
<b>Standard 5 – PROFESSIONALISM: Intervention Specialist demonstrates professional growth and development, leadership, and professionalism.</b>
<b>5.1 Intervention Specialist works collaboratively with colleagues for the benefit of students.</b>
HE: Intervention Specialist creates/leads collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Intervention Specialist works with school teams/administration to provide enriched opportunities for students.
E: Intervention Specialist participates on collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Intervention Specialist works with school teams/administration to provide enriched opportunities for students.
PE: Intervention Specialist participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: Intervention Specialist participates as required, and collaboration with colleagues is limited to cordial relationships.
<b>5.2 Intervention Specialist creates a professional growth plan that is aligned to growth areas identified through Balanced Assessment System, teacher evaluation, World Class Education Targets, and/or Professional Pathway goals.</b>
HE: Intervention Specialist creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, Professional Pathways, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
E: Intervention Specialist creates a professional growth plan based on prioritized needs identified in CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
PE: Intervention Specialist 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: Intervention Specialist creates a professional growth plan unrelated to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
<b>5.3 Intervention Specialist demonstrates application of professional learning to practice.</b>
HE: Intervention Specialist 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: Intervention Specialist 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: Intervention Specialist implements new knowledge or skills learned through professional development.
I: T Intervention Specialist participates in low-level or limited professional development. Teacher links professional development to professional practice on a limited basis.
<b>5.4 Intervention Specialist differentiates communication with families based on the individual needs of the student.</b>
HE: Intervention Specialist fosters an open relationship with families, differentiates communication using a variety of methods, formats, and timelines, and maximizes the home/school connection by coordinating information and resources to and from families and advocates for students in order to help students master World Class Outcomes.
E: Intervention Specialist 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: Intervention Specialist differentiates communication with families to help students meet education goals.
I: Intervention Specialist communicates with families regarding student progress and educational goals as required.
<b>5.5 Intervention Specialist demonstrates professional and ethical conduct including following all laws, district policies and school procedures.</b>
HE: Intervention Specialist leads and models professional behavior within the building and throughout the district and community.
E: Intervention Specialist demonstrates professional behavior in meeting all expectations, both legal and school/district.
PE: Intervention Specialist is compliant with legal and school/district expectations.
I: Intervention Specialist does not meet legal and school/district expectations.