

CITE 2014-2015 – Literacy Specialist

08/01/2014

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

2.1 Literacy Specialist develops/identifies assessments that require students to demonstrate mastery of World Class Outcomes as identified in stage 1 of backward planning.
HE: Literacy 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: Literacy 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: Literacy Specialist develops/identifies assessments that require students to demonstrate mastery of World Class Outcomes as identified in stage 1 of backward planning.
I: Literacy Specialist rarely develops/identifies assessments that require students to demonstrate mastery of World Class Outcomes as identified in stage 1 of backward planning.
2.2 Literacy Specialist develops/identifies assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.
HE: Literacy 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: Literacy Specialist consistently develops/identifies quality assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.
PE: Literacy Specialist develops/identifies assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.
I: Literacy Specialist rarely develops/identifies assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.
2.3 Literacy 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.
HE: Literacy 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: Literacy 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: Literacy 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: Literacy 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 rubrics.
2.4 Literacy 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.
HE: Literacy Specialist collaborates with students and/or teachers to consistently develop/identify performance assessments that require students to demonstrate expertise in 21 st century skills, where appropriate, as identified in stage 1 of backward planning.
E: Literacy Specialist consistently develops/identifies quality assessments that require students to demonstrate expertise in 21 st century skills, where appropriate, as identified in stage 1 of backward planning.
PE: Literacy Specialist develops/identifies assessments that require students to demonstrate expertise in 21 st century skills, where appropriate, as identified in stage 1 of backward planning.
I: Literacy Specialist rarely develops/identifies assessments that require students to demonstrate expertise in 21 st century skills, where appropriate, as identified in stage 1 of backward planning.
2.5 Literacy Specialist uses (and/or supports teachers to use) quality formative assessments to assess the GVC.
HE: Literacy 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: Literacy 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: Literacy 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: Literacy 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.
2.6 Literacy Specialist uses (and/or supports teachers to use) quality interim assessments to assess the GVC.
HE: Literacy 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: Literacy 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: Literacy 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: Literacy 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.
2.7 Literacy Specialist uses (and/or supports teachers to use) quality summative assessments to assess the GVC.
HE: Literacy 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: Literacy 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: Literacy 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: Literacy 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.
2.8 Literacy Specialist provides (and/or supports teachers to provide) each student with specific, timely, and personalized feedback.
HE: Literacy Specialist 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: Literacy 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: Literacy 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: Literacy 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.
Standard -3 INSTRUCTION: Literacy Specialist facilitates learning opportunities for students to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
3.1. Literacy 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.
HE: Literacy 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: Literacy 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: Literacy 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: Literacy 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.
3.2 Literacy Specialist facilitates student mastery of content as identified in stage 1 and assessed in stage 2 of backward planning.
HE: Literacy 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: Literacy 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: Literacy 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: Literacy 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.
3.3 Literacy 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.
HE: Literacy 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: Literacy 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: Literacy 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: Literacy 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.
3.4 Literacy 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.
HE: Literacy Specialist collaborates with students and/or teachers 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: Literacy Specialist consistently implements (and/or supports teachers to 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.
PE: Literacy Specialist implements (and/or supports teachers to 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.
I: Literacy Specialist rarely implements (or supports teachers to 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.
3.5 Literacy Specialist uses (and/or supports teachers to use) balanced assessment data to implement, deliver and refine learning opportunities.
HE: Literacy Specialist collaborates with students and/or teachers to consistently review and use 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 Literacy Specialist practice.
E: Literacy 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 Literacy Specialist practice.
PE: Literacy 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 Literacy Specialist practice.
I: Literacy 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 Literacy Specialist practice.
3.6 Literacy Specialist facilitates differentiated learning opportunities for students to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
HE: Literacy 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: Literacy 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: Literacy 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: Literacy 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.
3.7 Literacy 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.
HE: Literacy 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: Literacy 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: Literacy 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: Literacy 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.
3.8 Literacy 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.
HE: Literacy Specialist collaborates with students and/or teachers 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: Literacy 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: Literacy 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: Literacy 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.
3.9 Literacy Specialist facilitates learning opportunities for all students to use World Class Tools to master the GVC.
HE: Literacy 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: Literacy 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: Literacy 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: Literacy 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.
Standard 4 – CULTURE & CLIMATE: Literacy Specialist models and collaborates with students to create a respectful and restorative culture and climate.
4.1 Literacy Specialist models and collaborates with students to create an environment that is safe.
HE: Literacy Specialist collaborates with students to construct and maintain a classroom environment that is both physically and emotionally safe for all students.
E: Literacy Specialist facilitates an environment that is both physically and emotionally safe for all students.
PE: Literacy Specialist 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 Literacy Specialist facilitates opportunities for students to construct, understand, and practice a restorative classroom environment.
HE: Literacy Specialist collaborates with all students to form and maintain a restorative classroom community. Literacy 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: Literacy Specialist facilitates the opportunity for students to develop a restorative classroom community. Literacy 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: Literacy Specialist provides the opportunity for students to give input into classroom rules. Literacy Specialist treats all students in a fair and equitable manner.
I: Literacy Specialist posts class rules where they are readily available to all students and rules are not uniformly applied to all students.
4.3 Literacy Specialist establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.
HE: Literacy Specialist collaborates with students to facilitate an environment where students express different points of view in a safe and respectful environment.
E: Literacy Specialist facilitates an environment where students express different points of view in a safe and respectful environment.
PE: Literacy Specialist promotes an environment where some students feel safe to express different points of view.
I: Literacy Specialist establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
4.4 Literacy Specialist models and establishes positive relationships with all students.
HE: Literacy 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: Literacy Specialist respectfully interacts with all students.
PE: Literacy Specialist creates a classroom environment that encourages and builds positive relationships with most students.
I: Literacy Specialist creates a classroom environment where students are directed to interact respectfully.
Standard 5 – PROFESSIONALISM: Literacy Specialist demonstrates professional growth and development, leadership, and professionalism.
5.1 Literacy Specialist works collaboratively with colleagues for the benefit of students.
HE: Literacy Specialist creates/leads collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Literacy Specialist works with school teams/administration to provide enriched opportunities for students.
E: Literacy Specialist participates on collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Literacy Specialist works with school teams/administration to provide enriched opportunities for students.
PE: Literacy Specialist participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: Literacy Specialist participates as required, and collaboration with colleagues is limited to cordial relationships.
5.2 Literacy 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.
HE: Literacy 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: Literacy 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: Literacy 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: Literacy 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.
5.3 Literacy Specialist demonstrates application of professional learning to practice.
HE: Literacy 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: Literacy 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: Literacy Specialist implements new knowledge or skills learned through professional development.
I: Literacy Specialist participates in low-level or limited professional development. Literacy Specialist links professional development to professional practice on a limited basis.
5.4 Literacy Specialist differentiates communication with families based on the individual needs of the student.
HE: Literacy 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: Literacy 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: Literacy Specialist differentiates communication with families to help students meet education goals.
I: Literacy Specialist communicates with families regarding student progress and educational goals as required.
5.5 Literacy Specialist demonstrates professional and ethical conduct including following all laws, district policies and school procedures.
HE: Literacy Specialist leads and models professional behavior within the building and throughout the district and community.
E: Literacy Specialist demonstrates professional behavior in meeting all expectations, both legal and school/district.
PE: Literacy Specialist is compliant with legal and school/district expectations.
I: Literacy Specialist does not meet legal and school/district expectations.