

CITE 2014-2015 – Mental Health

8/1/14

Changes Tailored to Mental Health Professional Rubric

Standard 1 – Outcomes: Mental Health Professional purposefully plans outcomes using the District GVC in stage 1 of backward planning.
1.1 Mental Health Professional purposefully plans for the integration of World Class Outcomes in stage 1 of backward planning.
HE: Mental Health Professional collaborates with students and multidisciplinary team to consistently plan for students to master all World Class Outcomes that are integrated in stage 1 of backward planning.
E: Mental Health Professional consistently plans for students to master all World Class Outcomes that are integrated in stage 1 of backward planning.
PE: Mental Health Professional plans for students to master most World Class Outcomes that are integrated in stage 1 of backward planning.
I: Mental Health Professional rarely plans for students to master World Class Outcomes that are integrated in stage 1 of backward planning.
1.2 Mental Health Professional purposefully plans for the integration of content in stage 1 of backward planning.
HE: Mental Health Professional collaborates with students and multidisciplinary team to select content (linked to IEP, 504, or other identified needs) from multiple disciplines (including academic) that is naturally integrated in stage 1 of backward planning.
E: Mental Health Professional consistently selects content (linked to IEP, 504, or other identified needs) from multiple disciplines (including academic) that is naturally integrated in stage 1 of backward planning.
PE: Mental Health Professional selects content (linked to IEP, 504, or other identified needs) from multiple disciplines (including academic) that is naturally integrated in stage 1 of backward planning.
I: Mental Health Professional rarely selects content from multiple disciplines (including academic) that is naturally integrated in stage 1 of backward planning.
1.3 Mental Health Professional purposefully plans for the integration of the 4 Cs in stage 1 of backward planning.
HE: Mental Health Professional collaborates with students and multidisciplinary team to consistently integrate the 4 Cs in stage 1 of backward planning.
E: Mental Health Professional consistently integrates the 4 Cs in stage 1 of backward planning.
PE: Mental Health Professional integrates the 4 Cs in stage 1 of backward planning.
I: Mental Health Professional rarely integrates the 4 Cs in stage 1 of backward planning.
1.4 Mental Health Professional 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: Mental Health Professional collaborates with students and multidisciplinary team to consistently integrate 21st century skills in stage 1 of backward planning, where appropriate.
E: Mental Health Professional consistently integrates 21st century skills in stage 1 of backward planning, where appropriate.
PE: Mental Health Professional integrates 21st century skills in stage 1 of backward planning, where appropriate.
I: Mental Health Professional rarely integrates 21st century skills in stage 1 of backward planning, where appropriate.
1.5 Mental Health Professional evaluates balanced assessment data to purposefully plan for differentiation in stage 1 of backwards planning.
HE: Mental Health Professional collaborates with students and multidisciplinary team, using balanced assessment data, to consistently plan for differentiation in stage 1 of backward planning.
E: Mental Health Professional uses balanced assessment data to consistently plan for differentiation in stage 1 of backward planning.
PE: Mental Health Professional uses balanced assessment data to plan for differentiation in stage 1 of backward planning.
I: Mental Health Professional rarely uses balanced assessment data to plan for differentiation in stage 1 of backward planning.
Standard 2 – ASSESSMENT: Mental Health Professional uses a balanced assessment system that requires students to demonstrate the GVC as identified in stage 1 of backward planning.
2.1 Mental Health Professional develops/identifies assessments that require students to demonstrate mastery of World Class Outcomes as identified in stage 1 of backward planning.
HE: Mental Health Professional collaborates with students and multidisciplinary team to consistently develop/identify performance assessments that require students to demonstrate mastery of all World Class Outcomes as identified in stage 1 of backward planning.
E: Mental Health Professional 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: Mental Health Professional develops/identifies assessments that require students to demonstrate mastery of most World Class Outcomes as identified in stage 1 of backward planning.
I: Mental Health Professional rarely assesses World Class Outcomes as identified in stage 1 of backward planning.
2.2 Mental Health Professional develops/identifies assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.
HE: Mental Health Professional collaborates with students and multidisciplinary team to consistently develop/identify performance assessments that require students to demonstrate mastery of content (linked to IEP, 504, or other identified needs) as identified in stage 1 of backward planning.
E: Mental Health Professional consistently develops/identifies quality assessments that require students to demonstrate mastery of content (linked to IEP, 504, or other identified needs) as identified in stage 1 of backward planning.
PE: Mental Health Professional develops/identifies assessments that require students to demonstrate mastery of content (linked to IEP, 504, or other identified needs) as identified in stage 1 of backward planning.
I: Mental Health Professional rarely requires students to demonstrate mastery of content (linked to IEP, 504, or other identified needs) as identified in stage 1 of backward planning.
2.3 Mental Health Professional develops/identifies assessments that allow students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 of backward planning.
HE: Mental Health Professional collaborates with students and multidisciplinary team 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: Mental Health Professional 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: Mental Health Professional develops/identifies assessments that require students to demonstrate expertise in 4 Cs as identified in stage 1 of backward planning, as aligned with the 4 Cs rubrics.
I: Mental Health Professional rarely requires students to demonstrate expertise in the 4 Cs as identified in stage 1 of backward planning, as aligned with the 4 Cs rubrics.
2.4 Mental Health Professional 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: Mental Health Professional collaborates with students and multidisciplinary team 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: Mental Health Professional 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: Mental Health Professional 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: Mental Health Professional rarely assesses 21 st century skills, as identified in stage 1 of backward planning.
2.5 Mental Health Professional uses quality formative assessments to assess the GVC.
HE: Mental Health Professional collaborates with students and multidisciplinary team to consistently use performance based formative assessments (formal assessment including intellectual, social/emotional and adaptive functioning, and/or informal assessment including structured observation, interviews) that continuously monitor student progress on the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
E: Mental Health Professional consistently uses quality formative assessments (formal assessment including intellectual, social/emotional and adaptive functioning, and/or informal assessment including structured observation, interviews) that continuously monitor student progress on the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
PE: Mental Health Professional uses formative assessments (formal assessment including intellectual, social/emotional and adaptive functioning, and/or informal assessment including structured observation, interviews) that continuously monitor student progress on the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
I: Mental Health Professional rarely uses formative assessments to monitor student progress on the GVC, as identified in stage 1 of backward planning.
2.6 Mental Health Professional uses quality interim assessments to assess the GVC.
HE: Mental Health Professional collaborates with students and multidisciplinary team to consistently use performance based interim assessments (rubrics, structured observation and/or other progress monitoring tools) that continuously monitor student progress on the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
E: Mental Health Professional consistently uses performance based interim assessments (rubrics structured observation and/or other progress monitoring tools) that continuously monitor student progress on the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
PE: Mental Health Professional uses performance based interim assessments (rubrics structured observation and/or other progress monitoring tools) that continuously monitor student progress on the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
I: Mental Health Professional rarely uses interim assessments to monitor student progress on the GVC, as identified in stage 1 of backward planning.
2.7 Mental Health Professional uses quality summative assessments to assess the GVC.
HE: Mental Health Professional collaborates with students and multidisciplinary team to consistently use performance based summative assessments (formal assessment including social/emotional and adaptive functioning, and/or informal assessment including structured observation, interviews) that continuously monitor student progress on the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
E: Mental Health Professional consistently uses quality summative assessments (formal assessment including social/emotional and adaptive functioning, and/or informal assessment including structured observation, interviews) that continuously monitor student progress on the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
PE: Mental Health Professional uses summative assessments (formal assessment including social/emotional and adaptive functioning, and/or informal assessment including structured observation, interviews) that continuously monitor student progress on the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
I: Mental Health Professional rarely uses summative assessments to monitor student progress on the GVC, as identified in stage 1 of backward planning.
2.8 Mental Health Professional provides each student with specific, timely, and personalized feedback.
HE: Mental Health Professional collaborates with students and multidisciplinary team to consistently provide actionable feedback to students regarding their progress on the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
E: Mental Health Professional consistently provides actionable feedback to students regarding their progress on the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
PE: Mental Health Professional provides actionable feedback to students regarding their progress on the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 of backward planning.
I: Mental Health Professional provides minimal, generic, and/or non-actionable feedback to students as identified in stage 1 of backward planning.
Standard -3 INSTRUCTION: Mental Health Professional facilitates learning opportunities for students to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
3.1. Mental Health Professional 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: Mental Health Professional collaborates with students and multidisciplinary team 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: Mental Health Professional 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: Mental Health Professional 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: Mental Health Professional 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 Mental Health Professional facilitates student mastery of content as identified in stage 1 and assessed in stage 2 of backward planning.
HE: Mental Health Professional collaborates with students and multidisciplinary team to consistently implement opportunities that utilize suitable content as a vehicle to master the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 and assessed in stage 2 of backward planning.
E: Mental Health Professional consistently implements opportunities that utilize suitable content as a vehicle to master the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 and assessed in stage 2 of backward planning.
PE: Mental Health Professional implements opportunities that utilize suitable content as a vehicle to master the GVC (linked to IEP, 504, or other identified needs), as identified in stage 1 and assessed in stage 2 of backward planning.
I: Mental Health Professional 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 Mental Health Professional 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: Mental Health Professional collaborates with students and multidisciplinary team to consistently implement opportunities for students to develop and demonstrate expertise in all of the 4 Cs as defined by the 4Cs rubrics, and as identified in stage 1 and assessed in stage 2 of backward planning.

E: Mental Health Professional 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: Mental Health Professional 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: Mental Health Professional 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 Mental Health Professional 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: Mental Health Professional collaborates with students and multidisciplinary team to consistently implement opportunities for students to develop and demonstrate expertise in 21 st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
E: Mental Health Professional consistently implements opportunities for students to develop and demonstrate expertise in 21 st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
PE: Mental Health Professional implements opportunities for students to develop and demonstrate expertise in 21 st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
I: Mental Health Professional rarely implements opportunities for students to develop and demonstrate expertise in 21 st century skills, (where appropriate), defined by the 21st century skills rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
3.5 Mental Health Professional uses balanced assessment data to implement, deliver and refine learning opportunities.
HE: Mental Health Professional collaborates with students and multidisciplinary team to consistently review and use summative, formative, and interim 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 (linked to IEP, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve Mental Health Professional practice.
E: Mental Health Professional consistently reviews and uses summative, formative, and interim 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 (linked to IEP, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve Mental Health Professional practice.
PE: Mental Health Professional reviews and uses summative, formative, and interim 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 (linked to IEP, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning, including off-ramps, and improve Mental Health Professional practice.
I: Mental Health Professional rarely reviews and uses summative, formative, and interim 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 Mental Health Professional practice.
3.6 Mental Health Professional facilitates differentiated learning opportunities for students to master the GVC as identified in stage 1 and assessed in stage 2 of backward planning.
HE: Mental Health Professional collaborates with students and multidisciplinary team to consistently implement differentiated opportunities for students to develop mastery of the GVC (linked to IEP, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.
E: Mental Health Professional consistently implements differentiated opportunities for students to develop mastery of the GVC (linked to IEP, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.
PE: Mental Health Professional implements differentiated opportunities for students to develop mastery of the GVC (linked to IEP, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning, based on the unique needs of the students.
I: Mental Health Professional 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 Mental Health Professional 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: Mental Health Professional collaborates with students and multidisciplinary team to consistently create and implement sustainable learning opportunities to master the GVC (linked to IEP, 504, or other identified needs), 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: Mental Health Professional consistently creates and implements sustainable learning opportunities to master the GVC (linked to IEP, 504, or other identified needs), 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: Mental Health Professional creates and implements sustainable learning opportunities to master the GVC (linked to IEP, 504, or other identified needs), 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: Mental Health Professional 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 tier of Bloom's Taxonomy (analyze, evaluate, create/invent) and are rarely cognitively complex.
3.8 Mental Health Professional 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: Mental Health Professional collaborates with students and multidisciplinary team to consistently create and implement challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to master the GVC (linked to IEP, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning.
E: Mental Health Professional consistently creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to master the GVC (linked to IEP, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning.
PE: Mental Health Professional creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to master the GVC (linked to IEP, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning.
I: Mental Health Professional 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 Mental Health Professional facilitates learning opportunities for all students to use World Class Tools to master the GVC.
HE: Mental Health Professional collaborates with students and multidisciplinary team to consistently create and implement learning experiences that utilize technology to master the GVC (linked to IEP, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning.
E: Mental Health Professional consistently creates and implements learning experiences that utilize technology to master the GVC (linked to IEP, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning.
PE: Mental Health Professional creates and implements learning experiences that utilize technology to master the GVC (linked to IEP, 504, or other identified needs), identified in stage 1 and assessed in stage 2 of backward planning.
I: Mental Health Professional 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: Mental Health Professional models and collaborates with students to create a respectful and restorative culture and climate.
4.1 Mental Health Professional models and collaborates with students to create an environment that is safe.
HE: Mental Health Professional collaborates with students to construct and maintain a classroom environment that is both physically and emotionally safe for all students.
E: Mental Health Professional facilitates an environment that is both physically and emotionally safe for all students.
PE: Mental Health Professional 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 Mental Health Professional facilitates opportunities for students to construct, understand, and practice a restorative classroom environment.
HE: Mental Health Professional collaborates with all students to form and maintain a restorative classroom community. Mental Health Professional 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: Mental Health Professional facilitates the opportunity for students to develop a restorative classroom community. Mental Health Professional 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: Mental Health Professional provides the opportunity for students to give input into classroom rules. Mental Health Professional treats all students in a fair and equitable manner.
I: Mental Health Professional posts class rules where they are readily available to all students and rules are not uniformly applied to all students.
4.3 Mental Health Professional establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.
HE: Mental Health Professional collaborates with students to facilitate an environment where students express different points of view in a safe and respectful environment.
E: Mental Health Professional facilitates an environment where students express different points of view in a safe and respectful environment.
PE: Mental Health Professional promotes an environment where some students feel safe to express different points of view.
I: Mental Health Professional establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
4.4 Mental Health Professional models and establishes positive relationships with all students.
HE: Mental Health Professional 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: Mental Health Professional respectfully interacts with all students.
PE: Mental Health Professional creates a classroom environment that encourages and builds positive relationships with most students.
I: Mental Health Professional creates a classroom environment where students are directed to interact respectfully.
Standard 5 – PROFESSIONALISM: Mental Health Professional demonstrates professional growth and development, leadership, and professionalism.
5.1 Mental Health Professional works collaboratively with colleagues for the benefit of students.
HE: Mental Health Professional creates/leads collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Mental Health Professional works with school teams/administration to provide enriched opportunities for students.
E: Mental Health Professional participates on collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap-around support. Mental Health Professional works with school teams/administration to provide enriched opportunities for students.
PE: Mental Health Professional participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: Mental Health Professional participates as required, and collaboration with colleagues is limited to cordial relationships.
5.2 Mental Health Professional 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 : Mental Health Professional 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: Mental Health Professional 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: Mental Health Professional 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: Mental Health Professional 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 Mental Health Professional demonstrates application of professional learning to practice.
HE: Mental Health Professional 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: Mental Health Professional 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: Mental Health Professional implements new knowledge or skills learned through professional development.
I: Mental Health Professional participates in low-level or limited professional development. Teacher links professional development to professional practice on a limited basis.
5.4 Mental Health Professional differentiates communication with families based on the individual needs of the student.
HE: Mental Health Professional 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: Mental Health Professional 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: Mental Health Professional differentiates communication with families to help students meet education goals.
I: Mental Health Professional communicates with families regarding student progress and educational goals as required.
5.5 Mental Health Professional demonstrates professional and ethical conduct including following all laws, district policies and school procedures.
HE: Mental Health Professional leads and models professional behavior within the building and throughout the district and community.
E: Mental Health Professional demonstrates professional behavior in meeting all expectations, both legal and school/district.
PE: Mental Health Professional is compliant with legal and school/district expectations.
I: Mental Health Professional does not meet legal and school/district expectations.