

<b>Standard 1 OUTCOMES: Teacher of Deaf and Hard of Hearing – Licensed Specialized Teacher (TODHH LST) supports World Class Outcomes (IEP goals).</b>
<b>1.1 TODHH LST selects World Class Outcomes (IEP goals) including Access Skills (communication, problem-solving, listening skills, self-advocacy) and Post-Secondary Skills (independence, community, socialization, vocational, and higher learner).</b>
④ 91- 100% of the time    ③ 80-90%    ② 51-79%    ① < 50%
<b>1.2 TODHH LST selects World Class Outcomes (IEP goals) that integrate content into other disciplines.</b>
4 Point Matrix
<b>HE:</b> TODHH LST demonstrates thorough application of developmentally appropriate World Class Outcomes (IEP goals) that are naturally integrative with all content areas, including literacy and numeracy, based on student’s communication, cognitive, social-emotional, academic and developmental level. <i>* World Class Target Prerequisite: Backward Planning (1 of 3)</i>
<b>E:</b> TODHH LST demonstrates knowledge of the appropriate solutions to facilitate access to the World Class Outcomes (IEP goals), or other identified plan, which includes instructional implications of students with special needs across a range of ability levels and the use of technology.
<b>PE:</b> TODHH LST has some knowledge of solutions to facilitate World Class Outcomes (IEP goals).
<b>I:</b> TODHH LST has minimal knowledge of solutions to facilitate World Class Outcomes (IEP goals).
<b>1.3 TODHH LST supports differentiated World Class Outcomes (IEP goals).</b>
4 Point Matrix
<b>HE:</b> TODHH LST collaborates with all multidisciplinary team and promotes access for meaningful learning opportunities to support the delivery of instruction of students with special needs across a range of ability levels to attain individualized World Class Outcomes. This personalization may be part of the student’s personal learning plan, other identified plan, or IEP. <i>* World Class Target Prerequisite: Backward Planning (2 of 3)</i>
<b>E:</b> TODHH LST collaborates with multidisciplinary team and supports access for World Class Outcomes or other identified program that meet the needs of individual students. This personalization may be part of the student’s personal learning plan, other identified plan, or IEP.
<b>PE:</b> TODHH LST collaborates with multidisciplinary team and supports access for World Class Outcomes that meet the needs of some students.
<b>I:</b> TODHH LST rarely collaborates with multidisciplinary team.
<b>1.4 TODHH LST evaluates assessment data to select and integrate World Class Outcomes (IEP goals).</b>
4 Point Matrix
<b>HE:</b> TODHH LST collaborates with multidisciplinary team to evaluate student data from various assessments (BAS) to promote access and support or revise World Class Outcomes (IEP goals). These outcomes may be part of the student’s personal learning plan or other identified plan.
<b>E:</b> TODHH LST evaluates data from the various assessments (BAS) to promote access and support or revise World Class Outcomes (IEP goals).
<b>PE:</b> TODHH LST uses data from various assessments to support World Class Outcomes (IEP goals).
<b>I:</b> TODHH LST does not collect and/or consider data to support outcomes.
<b>1.5 TODHH LST integrates 21<sup>st</sup> century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.</b>
④ Highly Effective    ③ Effective    ② Partially Effective    ① Ineffective
<b>HE:</b> TODHH LST collaborates with students and multidisciplinary team to select 1 or more 21 <sup>st</sup> century skills that are naturally integrative during stage 1 of backward planning in the design of Outcomes (IEP goals). <i>* World Class Target Prerequisite: 21<sup>st</sup> Century Skills (1 of 4)</i>
<b>E:</b> TODHH LST plans for the natural integration of 1 or more 21 <sup>st</sup> century skills during stage 1 of backward planning, where authentic, in the design of Outcomes (IEP goals).
<b>PE:</b> TODHH LST supports the use of 21 <sup>st</sup> century skills and considers the use of backward planning in the design of Outcomes (IEP goals).
<b>I:</b> TODHH LST does not include 21 <sup>st</sup> century skills.

**Standard 2 ASSESSMENT: Teacher of Deaf and Hard of Hearing – Licensed Specialized Teacher (TODHH LST) uses performance assessments that require students to demonstrate World Class Outcomes (IEP goals).**

**2.1 TODHH LST uses a balanced assessment approach including formative assessments that monitor student progress on World Class Outcomes (IEP goals).**

(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective

**HE:** TODHH LST collaborates with students and multi-disciplinary team to create/use and support the use of quality formative assessments/tasks to identify and assess needs and their implications during stage 2. TODHH LST monitors the progress and assists in the development/implementation of programs and services to promote access and achievement of student goals and progress towards World Class Outcomes (IEP goals).

**E:** TODHH LST creates or selects formative assessments/tasks to identify and assess needs and their implications, monitor the progress and assist in the development/implementation of programs and services to promote access and achievement of student goals and progress towards World Class Outcomes (IEP goals).

**PE:** TODHH LST uses formative assessments/tasks to identify and assess needs and their implications, monitor the progress and assist in the development/implementation of programs and services to promote access and achievement of student goals and progress towards World Class Outcomes (IEP goals).

**I:** TODHH LST uses limited formative assessments/tasks to identify and assess needs and their limitations and to monitor the progress. Minimal evidence of development/implementation of programs and services to promote access and achievement of student goals and progress towards World Class Outcomes (IEP goals).

**2.2 TODHH LST uses a balanced assessment approach including interim assessments to monitor student progress on World Class Outcomes (IEP goals).**

(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective

**HE:** TODHH LST collaborates with students and multi-disciplinary team to create/use and support the use of quality interim assessments/tasks to assess needs and their implications during stage 2. TODHH-LST monitors the progress and assists with supporting continued access and achievement of student goals and progress towards World Class Outcomes (IEP goals).

**E:** TODHH LST creates or selects interim assessments/tasks to identify and assess needs and their implications, monitor the progress and assist in the development/implementation of programs and services to promote access and achievement of student goals and progress towards World Class Outcomes (IEP goals).

**PE:** TODHH LST uses interim assessments/tasks to identify and assess needs and their implications, monitor the progress and assist in the development/implementation of programs and services to promote access and achievement of student goals and progress towards World Class Outcomes (IEP goals).

**I:** TODHH LST uses limited interim assessments/tasks to identify and assess needs and their limitations and to monitor the progress. Minimal evidence of development/implementation of programs and services to promote access and achievement of student goals and progress towards World Class Outcomes (IEP goals).

**2.3 TODHH LST uses a balanced assessment approach including summative assessments to measure student performance of World Class Outcomes (IEP goals).**

(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective

**HE:** TODHH LST collaborates with students and multi-disciplinary team to create/use and support the use of quality summative assessments/tasks to assess needs and their implications during stage 2. TODHH LST monitors the progress and assists with supporting continued access and achievement of student goals and progress towards World Class Outcomes (IEP goals).

**\* World Class Target Prerequisite: Authentic Assessment (1 of 4)**

**E:** TODHH LST creates or selects summative assessments/tasks to identify and assess needs and their implications, monitor the progress and assist in the development/implementation of programs and services to promote access and achievement of student goals and progress towards World Class Outcomes (IEP goals).

**PE:** TODHH LST uses summative assessments/tasks to identify and assess needs and their implications, monitor the progress and assist in the development/implementation of programs and services to promote access and achievement of student goals and progress towards World Class Outcomes (IEP goals).

**I:** TODHH LST uses limited summative assessments/tasks to identify and assess needs and their limitations and to monitor the progress. Minimal evidence of development/implementation of programs and services to promote access and achievement of student goals and progress towards World Class Outcomes (IEP goals).

**2.4 TODHH LST provides stakeholders with specific, timely and personalized feedback on progress toward World Class Outcomes (IEP goals).**

4 Point Matrix
<p><b>HE:</b> TODHH LST collaborates with multi-disciplinary team to facilitate personalized feedback that provides the learner with actionable information to increase access and support progress towards mastery of World Class Outcomes (IEP goals) through analysis of balanced assessment data from formative, interim, and summative assessments.  <i>* World Class Target Prerequisite: Authentic Assessment (2 of 4), Student Engagement (1 of 2)</i></p>
<p><b>E:</b> TODHH LST facilitates individualized feedback to stakeholders to increase access and support progress toward mastery of World Class Outcomes (IEP goals) through analysis of balanced assessment data from formative, interim, and summative assessments.</p>
<p><b>PE:</b> TODHH LST provides feedback to students, at required timely intervals and other periodic check points, on progress toward mastery of World Class Outcomes (IEP goals).</p>
<p><b>I:</b> TODHH LST provides minimal, generic, or no feedback to stakeholders.</p>
<p><b>2.5 TODHH LST uses performance assessments/tasks that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).</b></p>
4 Point Matrix
<p><b>HE:</b> TODHH LST collaborates with students and multi-disciplinary team to create/use and support the use of personalized assessments/tasks that allow students to demonstrate expertise in all 4 Cs, as articulated in the 4 Cs rubrics, and evident through student-determined demonstrations of learning.  <i>* World Class Target Prerequisite: Authentic Assessment (3 of 4)</i></p>
<p><b>E:</b> TODHH LST supports the use of assessments/tasks that allow students to demonstrate expertise in the 4 Cs, as articulated in the 4 Cs rubrics.</p>
<p><b>PE:</b> TODHH LST supports performance assessments/tasks that allow students to demonstrate expertise in some of the 4 Cs, as articulated in the 4 Cs rubrics.</p>
<p><b>I:</b> TODHH LST does not support student understanding of the 4 Cs.</p>
<p><b>2.6 TODHH LST uses performance assessments/tasks that require students to demonstrate the 21<sup>st</sup> century skills (financial literacy, global awareness, problem-solving, resiliency, systems thinking, health and wellness, and civic responsibility), where authentic.</b></p>
<p>(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective</p>
<p><b>HE:</b> TODHH LST collaborates with students and multi-disciplinary team to create/use and support the use of personalized performance assessments/tasks that allow students to demonstrate expertise in all relevant 21<sup>st</sup> century skills by establishing measurement standards that include specific criteria for each level of performance.  <i>* World Class Target Prerequisite: Authentic Assessment (4 of 4), 21<sup>st</sup> Century Skills (2 of 4)</i></p>
<p><b>E:</b> TODHH LST creates or selects performance assessments/tasks that measure all relevant 21<sup>st</sup> century skills by establishing measurement standards that include specific criteria for each level of performance.</p>
<p><b>PE:</b> TODHH LST creates or selects performance assessments/tasks that measure some of the relevant 21<sup>st</sup> century skills with measurement standards that include specific criteria for each level of performance.</p>
<p><b>I:</b> TODHH LST does not measure student understanding of the 21<sup>st</sup> century skills.</p>
<p><b>Standard 3 INSTRUCTION: Teacher of Deaf and Hard of Hearing – Licensed Specialized Teacher (TODHH LST) collaborates to facilitate access for learning opportunities that inspire students to achieve World Class Outcomes (IEP goals).</b></p>
<p><b>3.1 TODHH LST uses backward planning to facilitate student access to World Class Outcomes (IEP goals).</b></p>
4 Point Matrix
<p><b>HE:</b> TODHH LST personalizes the planning process by selecting enduring understandings, essential questions, and transitional goals and (skills that give access to) World Class Outcomes (IEP goals) based on students' individual needs. Next, in stage 2, TODHH LST selects differentiated performance assessments to measure student mastery of transitional goals and (skills that give access to) World Class Outcomes (IEP goals) in stage 1. Finally, in stage 3, TODHH LST constructs personalized learning opportunities that facilitate student mastery of transitional goals and (skills that give access to) World Class Outcomes identified in stage 1. All World Class Outcomes (IEP goals) are taught in backward planned units.  <i>* World Class Target Prerequisite: Backward Planning (3 of 3)</i></p>
<p><b>E:</b> TODHH LST begins the planning process by selecting enduring understandings, essential questions, and transitional goals and (skills that give access to) World Class Outcomes (IEP goals) based on students' individual needs. Next, in stage 2, TODHH LST selects performance assessments to measure student mastery of transitional goals and (skills that give access to) World Class Outcomes (IEP goals) in stage 1. Finally, in stage 3, TODHH LST constructs learning opportunities that facilitate student mastery of transitional goals and (skills that give access to) World Class Outcomes (IEP</p>

goals) identified in stage 1.
PE: TODHH LST's planning process includes some components of backward planning.
I: TODHH LST begins the planning process by selecting a learning activity.
<b>3.2 TODHH LST uses balanced assessment data to plan World Class Learning Opportunities.</b>
4 Point Matrix
HE: TODHH LST collaborates with multidisciplinary team to review previous summative and current formative and interim data (BAS) to construct and promote personalized, sustainable learning opportunities that meet the unique learning needs of students, support the mastery of World Class Outcomes (IEP goals), and improve LST practice.
E: TODHH LST uses previous summative data and current formative and interim data (BAS) to construct and promote personalized, sustainable learning opportunities that meet the unique learning needs of DHH students, support the mastery of World Class Outcomes (IEP goals) and improve LST practice.
PE: TODHH LST uses previous summative data and current formative and interim data (BAS) to support learning opportunities that promote the mastery of World Class Outcomes (IEP goals).
I: TODHH LST uses limited data to drive learning opportunities.
<b>3.3 TODHH LST facilitates differentiated learning opportunities for all students to master World Class Outcomes (IEP goals).</b>
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: TODHH LST collaborates with students and multidisciplinary team to support personalized, sustainable learning opportunities to promote access and mastery of World Class Outcomes based on the unique needs of the students. Evidence of differentiation in instruction for all students is observed in classroom practice. <i>* World Class Target Prerequisite: Advocacy for All (1 of 3), Sustainable Learning (1 of 4)</i>
E: TODHH LST offers students more than one personalized, sustainable learning opportunity to facilitate and support mastery of World Class Outcomes (IEP goals). Evidence of differentiation in instruction for all students is observed in classroom practice.
PE: TODHH LST offers students more than one learning opportunity.
I: TODHH LST offers one learning opportunity for all students.
<b>3.4 TODHH LST supports and/or facilitates learning opportunities that require students to use higher order thinking skills (analyze, evaluate, and create) to master World Class Outcomes (IEP goals).</b>
(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective
HE: TODHH LST collaborates with students and multidisciplinary team to facilitate and support learning opportunities that require students to use new understandings and skills to analyze, evaluate, and create a relevant product. <i>* World Class Target Prerequisite: Sustainable Learning (2 of 4)</i>
E: TODHH LST facilitates and supports learning opportunities that require students to use new understandings and skills to analyze, evaluate and create.
PE: TODHH LST facilitates and supports learning opportunities that require students to know, understand and apply information and skills.
I: TODHH LST facilitates and supports learning opportunities that require students to memorize and recall information.
<b>3.5 TODHH LST supports and/or facilitates learning opportunities that engage all students.</b>
4 Point Matrix
HE: TODHH LST collaborates with students and multidisciplinary team to facilitate challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities that students find meaningful and interesting. Student engagement, in general education learning opportunities or other identified programs, is evident through various examples/methods of demonstrated student ownership. <i>* World Class Target Prerequisite: Student Engagement (1 of 2), Sustainable Learning (3 of 4)</i>
E: TODHH LST facilitates access and supports challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities that students find meaningful and interesting. Student engagement is evident through various examples/methods of demonstrated student ownership.
PE: TODHH LST facilitates access to sustainable learning opportunities for students.
I: TODHH LST facilitates activities.
<b>3.6 TODHH LST facilitates opportunities for all students to use World Class Tools to learn World Class Outcomes (IEP goals).</b>
4 Point Matrix

<p><b>HE:</b> TODHH LST collaborates with students and multidisciplinary team to develop/identify learning opportunities for all students to use technology-based, World Class Tools to construct their learning and demonstrate mastery of World Class Outcomes (IEP goals).</p> <p><b>* World Class Target Prerequisite: Sustainable Learning (4 of 4)</b></p>
<p><b>E:</b> TODHH LST facilitates access and supports learning opportunities for all students to use technology-based, World Class Tools to construct their learning and demonstrate mastery of World Class Outcomes (IEP goals).</p>
<p><b>PE:</b> TODHH LST uses technology to facilitate instruction and provide opportunities for students to use technology.</p>
<p><b>I:</b> TODHH LST and student use of technology is limited.</p>
<p><b>3.7 TODHH LST facilitates learning opportunities that require students to use the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).</b></p>
<p>4 Point Matrix</p>
<p><b>HE:</b> TODHH LST collaborates with students and multidisciplinary team to support and/or facilitate differentiated learning opportunities, with clear learning objectives, for development of the 4 Cs (creativity, collaboration, communication and critical thinking skills).</p> <p><b>* World Class Target Prerequisite: 21<sup>st</sup> Century Skills (3 of 4)</b></p>
<p><b>E:</b> TODHH LST naturally integrates differentiated learning opportunities, with clear learning objectives, for each student to develop the 4 Cs (creativity, collaboration, communication and critical thinking skills).</p>
<p><b>PE:</b> TODHH LST provides learning opportunities for students to develop the 4 Cs (creativity, collaboration, communication and critical thinking skills).</p>
<p><b>I:</b> TODHH LST provides isolated events or activities on the 4 Cs.</p>
<p><b>3.8 TODHH LST facilitates learning opportunities that require students to master 21<sup>st</sup> Century Skills (financial literacy, global awareness, problem solving, resiliency, health and wellness, and civic responsibility) where authentic.</b></p>
<p>(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective</p>
<p><b>HE:</b> TODHH LST collaborates with students and multidisciplinary team to facilitate and support differentiated learning opportunities for each student to develop 21<sup>st</sup> century skills.</p> <p><b>* World Class Target Prerequisite: 21<sup>st</sup> Century Skills (4 of 4)</b></p>
<p><b>E:</b> TODHH LST naturally integrates learning opportunities for students to develop 21<sup>st</sup> century skills.</p>
<p><b>PE:</b> TODHH LST provides and supports learning opportunities for students to develop 21<sup>st</sup> century skills where authentic.</p>
<p><b>I:</b> TODHH LST provides isolated events or activities on 21<sup>st</sup> century skills that are not connected to other learning.</p>
<p><b>3.9 TODHH LST demonstrates content-area expertise in the domain of DHH services while facilitating student mastery of World Class Outcomes (IEP goals).</b></p>
<p>4 Point Matrix</p>
<p><b>HE:</b> TODHH LST demonstrates mastery and expertise regarding DHH educational practices that integrate student access skills (i.e. development of vocabulary, auditory/listening skills, language and literacy, self-advocacy skills, and communication specific to student mode) aligned with the GVCs by accurately responding to a student's questions, anticipating common student misconceptions and misunderstandings, connecting it to other content areas, and knowing where the current learning is in the learning progression. TODHH LST serves as a resource for others regarding access skills above.</p> <p><b>* World Class Target Prerequisite: Leadership (1 of 4)</b></p>
<p><b>E:</b> TODHH LST demonstrates high levels of knowledge and expertise.</p>
<p><b>PE:</b> TODHH LST demonstrates an understanding of most or all areas and is practicing in those.</p>
<p><b>I:</b> TODHH LST demonstrates a lack of knowledge of the basic requirements of the role.</p>
<p><b>Standard 4 CULTURE &amp; CLIMATE: Teacher of Deaf and Hard of Hearing – Licensed Specialized Teacher (TODHH LST) models and collaborates with students and multidisciplinary team to create a respectful and restorative culture and climate.</b></p>
<p><b>4.1 TODHH LST models and collaborates with students and multidisciplinary team to create an environment that is safe.</b></p>
<p>(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective</p>
<p><b>HE:</b> TODHH LST collaborates with students and multidisciplinary team to construct and maintain a learning environment that is both physically and emotionally safe for all students.</p> <p><b>* World Class Target Prerequisite: Restorative Practices (1 of 4)</b></p>
<p><b>E:</b> TODHH LST facilitates an environment that is both physically and emotionally safe for all students.</p>
<p><b>PE:</b> TODHH LST presents rules to achieve a learning environment that is physically and emotionally safe.</p>

I: The learning environment is not physically and/or emotionally safe.
<b>4.2 TODHH LST facilitates opportunities for students to construct, understand, and practice a restorative learning environment.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: TODHH LST collaborates with students and multidisciplinary team to form and maintain a restorative learning environment. TODHH LST 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. <i>* World Class Target Prerequisite: Restorative Practices (2 of 4)</i>
E: TODHH LST facilitates the opportunity for students to develop a restorative learning environment. TODHH LST 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: TODHH LST treats all students in a fair and equitable manner.
I: Rules are not uniformly applied to all students.
<b>4.3 TODHH LST establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: TODHH LST collaborates with students and multidisciplinary team to facilitate an environment where students express different points of view in a safe and respectful environment. <i>* World Class Target Prerequisite: Restorative Practices (3 of 4), Advocacy for All (2 of 3)</i>
E: TODHH LST facilitates an environment where students express different points of view in a safe and respectful environment.
PE: TODHH LST promotes an environment where some students feel safe to express different points of view.
I: TODHH LST establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
<b>4.4 TODHH LST models and establishes positive relationships with all students.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: TODHH LST 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: TODHH LST respectfully interacts with all students.
PE: TODHH LST creates a learning environment that encourages and builds positive relationships with most students.
I: TODHH LST creates a learning environment where students are directed to interact respectfully.
<b>Standard 5 PROFESSIONALISM: Teacher of Deaf and Hard of Hearing – Licensed Specialized Teacher (TODHH LST) demonstrates professional growth and development, leadership, and professionalism.</b>
<b>5.1 TODHH LST works collaboratively with colleagues for the benefit of stakeholders.</b>
4 Point Matrix
HE: TODHH LST creates/leads collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap around support. TODHH LST works with school teams/administration to provide enriched opportunities for students. <i>* World Class Target Prerequisite: Leadership (2 of 4)</i>
E: TODHH LST participates on collaborative teams that include all colleagues who support that student to provide high quality, integrated wrap around support. TODHH LST works with school teams/administration to provide enriched opportunities for students.
PE: TODHH LST participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: TODHH LST participates as required, and collaboration with colleagues is limited to cordial relationships.
<b>5.2 TODHH LST creates a professional growth plan that is aligned to growth areas identified through Balanced Assessment System, teacher of DHH evaluation, World Class Education Targets, and/or Professional Pathway goals.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

<p><b>HE:</b> TODHH LST 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.</p> <p><b>* World Class Target Prerequisite: Professional Growth &amp; Development (1 of 2)</b></p>
<p><b>E:</b> TODHH LST 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.</p>
<p><b>PE:</b> TODHH LST 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.</p>
<p><b>I:</b> TODHH LST 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.</p>
<p><b>5.3 TODHH LST demonstrates application of professional learning to practice.</b></p>
<p>(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective</p>
<p><b>HE:</b> TODHH LST 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.</p> <p><b>* World Class Target Prerequisite: Leadership (3 of 4), Professional Growth &amp; Development (2 of 2)</b></p>
<p><b>E:</b> TODHH LST 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.</p>
<p><b>PE:</b> TODHH LST implements new knowledge or skills learned through professional development.</p>
<p><b>I:</b> TODHH LST participates in low-level or limited professional development. TODHH LST links professional development to professional practice on a limited basis.</p>
<p><b>5.4 TODHH LST differentiates communication with stakeholders based on the individual needs of the student and stakeholder.</b></p>
<p>4 Point Matrix</p>
<p><b>HE:</b> TODHH LST fosters an open relationship with stakeholders and differentiates communication using a variety of methods, formats, and timelines. This includes informing staff regarding the impact of student needs and accommodations and recommendations and resources for families to help students master World Class Outcomes or other identified program.</p> <p><b>* World Class Target Prerequisite: Parent Satisfaction (1 of 1)</b></p>
<p><b>E:</b> TODHH LST differentiates communication using a variety of methods, formats, and timelines and provides information and resources to stakeholders. This includes informing staff regarding the impact of student needs and accommodations and recommendations and resources for families to help students master World Class Outcomes or other identified program.</p>
<p><b>PE:</b> TODHH LST differentiates communication using a variety of methods, formats, and timelines and provides information and resources to families to help students master World Class Outcomes or other identified program.</p>
<p><b>I:</b> TODHH LST does not consistently communicate with families regarding student progress and educational goals.</p>
<p><b>5.5 TODHH LST demonstrates professional and ethical conduct including following all laws, district policies and procedures.</b></p>
<p>(4) Highly Effective (3) Effective (2) Partially Effective (1) Ineffective</p>
<p><b>HE:</b> TODHH LST leads and models professional behavior within the building and throughout the district and community.</p> <p><b>* World Class Target Prerequisite: Leadership (4 of 4)</b></p>
<p><b>E:</b> TODHH LST demonstrates professional behavior in meeting all expectations, both legal and school/district.</p>
<p><b>PE:</b> TODHH LST is compliant with legal and school/district expectations.</p>
<p><b>I:</b> TODHH LST does not meet legal and school/district expectations.</p>

Multidisciplinary team includes all connected school-level special education providers, general education teachers, assistants, and other specialists related to students' IEP.