

**CONTINUOUS IMPROVEMENT OF TEACHER EFFECTIVENESS (CITE)
CHILD FIND ASSESSMENT PROFESSIONAL RUBRIC
2023-2024**

The PROFESSIONAL	The PRACTICE
Standard 1: Culture and Climate Standard 2: Professionalism	Standard 3: Assessment Standard 4: Programming Standard 5: Communication

Reminder: All elements build from 2-4. For example, all aspects of a level 2 and 3 must be present for the educator to be rated a 3. All aspects of 2 and 3 and 4 must be present for the educator to be rated a 4.

The PROFESSIONAL			
Standard 1- CULTURE AND CLIMATE: Child Find Assessment Professional collaborates with all children and families to create a respectful and positive culture and climate.			
1.1 Child Find Assessment Professional establishes and models positive relationships with children and families.			
1: Child Find Assessment Professional does not establish or model positive relationships with children and families.	2: Child Find Assessment Professional is beginning to establish and model positive relationships with children and families.	3: Child Find Assessment Professional establishes and models positive relationships with children and families.	4: Child Find Assessment Professional maintains positive relationships by interacting with every child and family as individuals and differentiates interactions based on

			knowledge of each child.
1.2 Child Find Assessment Professional creates an environment that is safe, accessible and predictable.			
1: Child Find Assessment Professional does not create an environment that is safe, accessible or predictable.	2: Child Find Assessment Professional is beginning to create an environment that is safe, accessible and predictable.	3: Child Find Assessment Professional creates an environment that is safe, accessible and predictable.	4: Child Find Assessment Professional uses proactive and preventative measures to ensure a safe environment and is sensitive to individual student needs and respectful of students' dignity.
1.3 Child Find Assessment Professional engages and honors children as individuals with diverse strengths, needs and interests, across a range of ability levels by adapting services for the benefit of students.			
1: Child Find Assessment Professional does not engage and honor children as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.	2: Child Find Assessment Professional is beginning to engage and honor children as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.	3: Child Find Assessment Professional engages and honors children as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.	4: Child Find Assessment Professional engages and honors children and families to support authentic participation and demonstration of self advocacy related to the child's needs and interests, as developmentally appropriate.
1.4 Child Find Assessment Professional demonstrates responsiveness based on an awareness of the complexity and dynamic nature of the education environment.			
1: Child Find Assessment Professional does not demonstrate responsiveness based on an awareness of the complexity and dynamic nature of the education environment.	2: Child Find Assessment Professional is beginning to demonstrate responsiveness based on an awareness of the complexity and dynamic nature of the education environment.	3: Child Find Assessment Professional demonstrates responsiveness based on an awareness of the complexity and dynamic nature of the education environment.	4: Child Find Assessment Professional is aware of changing conditions at the national, state, or local level and responds appropriately to changes in the school or child's environment in order to provide effective services.
Standard 2 - PROFESSIONALISM: Child Find Assessment Professional demonstrates professional growth, leadership, and professionalism.			
2.1 Child Find Assessment Professional collaborates and communicates with relevant adults.			

1: Child Find Assessment Professional does not collaborate or communicate with relevant adults.	2: Child Find Assessment Professional is beginning to communicate and collaborate with relevant adults.	3: Child Find Assessment Professional collaborates and communicates with relevant adults.	4: Child Find Assessment Professional provides mutual support and cooperation in collaborative settings. Child Find Assessment Professional assumes a leadership/proactive role in at least one aspect of school or district life.
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2.2 Child Find Assessment Professional’s professional goals are aligned to professional growth needs.

1: Child Find Assessment Professional has not developed goals that are aligned to professional growth needs.	2: Child Find Assessment Professional is beginning to understand the process of developing goals that are aligned to professional growth needs.	3: Child Find Assessment Professional’s professional goals are aligned to professional growth needs and the Child Find Assessment Professional measures their progress toward their professional goals.	4: Child Find Assessment Professional is a reflective practitioner, regularly reflecting on and adjusting their growth plan in order to achieve new goals and continuously improve.
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2.3 Child Find Assessment Professional engages in professional learning to refine their practice.

1: Child Find Assessment Professional does not engage in professional learning to refine their practice.	2: Child Find Assessment Professional is beginning to engage in professional learning to refine their practice.	3: Child Find Assessment Professional engages in professional learning to refine their practice and measures the impact of their professional learning.	4: Child Find Assessment Professional actively seeks feedback from supervisors and colleagues and initiates additional learning opportunities for themselves and others in the school community.
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2.4 Child Find Assessment Professional demonstrates professional and ethical conduct including following all laws, district policies and school procedures.

1: Child Find Assessment Professional does not demonstrate professional and ethical conduct including following all laws, district policies and school procedures.	2: Child Find Assessment Professional is beginning to demonstrate professional and ethical conduct including following all laws, district policies and school procedures.	3: Child Find Assessment Professional demonstrates professional and ethical conduct including following all laws, district policies and school procedures and displays professionalism, respect, honesty, integrity, and confidentiality in interactions with	4: Child Find Assessment Professional demonstrates professional and ethical conduct through modeling and being a resource for colleagues to ensure the highest professional standards are held in all school-related interactions and decisions.
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staff, students, and the community.

The PRACTICE

Standard 3 - ASSESSMENT: Child Find Assessment Professional selects and uses assessments that allow children to demonstrate individual levels of functioning.

3.1 Child Find Assessment Professional uses a body of evidence to collaboratively plan a comprehensive and individualized assessment.

1: Child Find Assessment Professional does not use a body of evidence to collaboratively plan a comprehensive and individualized assessment.

2: Child Find Assessment Professional is beginning to use a body of evidence to collaboratively plan a comprehensive and individualized assessment.

3: Child Find Assessment Professional uses a body of evidence to collaboratively plan a comprehensive and individualized assessment.

4: Child Find Assessment Professional is intuitive and individualizes the assessment plan by: collaborating with relevant adults, ensuring a plan is aligned with formative data, eliciting feedback **and/or** researching relevant information.

3.2 Child Find Assessment Professional uses assessment practices that are responsive to cultural and linguistic diversity.

1: Child Find Assessment Professional does not use assessment practices that are responsive to cultural and linguistic diversity.

2: Child Find Assessment Professional is beginning to use assessment practices that are responsive to cultural and linguistic diversity.

3: Child Find Assessment Professional adapts assessment practices in order to be responsive to cultural and linguistic diversity.

4: Child Find Assessment Professional seeks knowledge and insight into diverse cultures and languages in order to ensure a comprehensive assessment and shares with/educates other members of the multidisciplinary team.

3.3 Child Find Assessment Professional conducts a dynamic and comprehensive assessment to establish an individual level of functioning.

1: Child Find Assessment Professional does not conduct a dynamic and comprehensive assessment to establish an individual level of functioning.

2: Child Find Assessment Professional is beginning to conduct a dynamic and comprehensive assessment to establish an individual level of functioning.

3: Child Find Assessment Professional conducts a dynamic and comprehensive assessment to establish an individual level of functioning **and** determines further areas to investigate and assess.

4: Child Find Assessment Professional is fluid, flexible, and/or innovative **and** elicits feedback and additional information from families and

			relevant individuals during the assessment process.
3.4 Child Find Assessment Professional generates an evaluation report.			
1: Child Find Assessment Professional does not generate an evaluation report.	2: Child Find Assessment Professional is beginning to generate an evaluation report.	3: Child Find Assessment Professional analyzes, interprets and synthesizes data to generate an evaluation report.	4: Child Find Assessment Professional works collaboratively to interpret and integrate assessment data into a clear and comprehensive report.
3.5 Child Find Assessment Professional determines eligibility for services.			
1: Child Find Assessment Professional does not determine eligibility for services.	2: Child Find Assessment Professional is beginning to determine eligibility for services.	3: Child Find Assessment Professional <i>collaboratively</i> determines eligibility for services in line with evaluation results and demonstrates a thorough understanding of common eligibility criteria.	4: Child Find Assessment Professional collaborates with relevant adults to facilitate understanding of eligibility criteria and possible implications and demonstrates a thorough understanding of all eligibility criteria.
3.6 Child Find Assessment Professional ensures a compliant assessment process.			
1: Child Find Assessment Professional does not ensure a compliant assessment process.	2: Child Find Assessment Professional is beginning to ensure a compliant assessment process and/or may not maintain confidentiality appropriately.	3: Child Find Assessment Professional ensures a compliant assessment process and maintains confidentiality throughout the entire process.	4: Child Find Assessment Professional consistently models and supports compliant assessment processes and confidentiality.
Standard 4 - PROGRAMMING: Child Find Assessment Professional provides options for programming to support child's individual development.			
4.1 Child Find Assessment Professional interprets the child's assessment data to determine priorities and next steps.			
1: Child Find Assessment Professional does not interpret the child's assessment data to determine priorities and next steps.	2: Child Find Assessment Professional is beginning to interpret the child's assessment data to determine priorities and next steps.	3: Child Find Assessment Professional interprets the child's assessment data to determine priorities, next steps and/or goals.	4: Child Find Assessment Professional collaborates with relevant adults to determine appropriate priorities, next steps and/or goals that are focused on

			the child's individual needs based on the assessment data.
4.2 Child Find Assessment Professional uses critical thinking to determine appropriate and individualized programming based on a body of evidence.			
1: Child Find Assessment Professional does not use critical thinking to determine appropriate and individualized programming based on a body of evidence.	2: Child Find Assessment Professional is beginning to use critical thinking to determine appropriate and individualized programming based on a body of evidence.	3: Child Find Assessment Professional uses critical thinking to determine appropriate and individualized programming based on a body of evidence and ensures that accommodations and modifications are aligned with the child's developmental needs.	4: Child Find Assessment Professional collaborates with relevant adults to determine appropriate and individualized programming based on a body of evidence including any special factors applicable to the learning environment.
4.3 Child Find Assessment Professional facilitates transition into programming.			
1: Child Find Assessment Professional does not facilitate transition into programming.	2: Child Find Assessment Professional is beginning to facilitate transition into programming.	3: Child Find Assessment Professional facilitates transition into programming and considers the general needs of the child, family and programming options.	4: Child Find Assessment Professional addresses the unique needs and special factors of the child, family and programming options in order to facilitate a successful transition into an appropriate community or Special Education program.
Standard 5 - COMMUNICATION: Child Find or Assessment Professional communicates effectively with all stakeholders.			
5.1 Child Find Assessment Professional demonstrates content-area expertise while communicating with relevant adults.			
1: Child Find Assessment Professional does not demonstrate content-area expertise while communicating with relevant adults.	2: Child Find Assessment Professional is beginning to demonstrate content-area expertise while communicating with relevant adults.	3: Child Find Assessment Professional demonstrates content-area expertise while communicating with relevant adults.	4: Based on content area expertise, Child Find Assessment Professional accurately responds to child's needs and relevant adults' questions, anticipates common misconceptions and misunderstandings, and connects

			content area to other developmental domains.
5.2 Child Find Assessment Professional differentiates communication with families depending on assessment process/outcome.			
1: Child Find Assessment Professional does not differentiate communication with families depending on the assessment process/outcome.	2: Child Find Assessment Professional is beginning to differentiate communication with families depending on the assessment process/outcome.	3: Child Find Assessment Professional differentiates communication with families depending on assessment process/outcome and demonstrates effective facilitation skills for sharing assessment data.	4: Child Find Assessment Professional proactively communicates the evaluation results in a meaningful way that connects to the child's education and focuses both on strengths and needs, incorporating family feedback and resources, where appropriate.
5.3 Child Find Assessment Professional differentiates communication with providers and relevant personnel based on the child's unique needs and assessment outcome.			
1: Child Find Assessment Professional does not differentiate communication with providers and relevant personnel based on the child's unique needs and assessment outcome.	2: Child Find Assessment Professional is beginning to differentiate communication with providers and relevant personnel based on the child's unique needs and assessment outcome.	3: Child Find Assessment Professional differentiates communication with providers and relevant personnel based on the child's unique needs and assessment outcome and protects confidentiality.	4: Child Find Assessment Professional proactively and collaboratively communicates the evaluation results in an individualized way that connects to the child's education and focuses both on strengths and needs.

CITE Rubrics are designed to measure research-based, effective qualities. While the rubric describes various levels of attainment, evaluation will always be subject to individual evaluator expectations and interpretations. *Reminder: All elements build from 1-4. For example, all aspects of a level 2 and 3 must be present for an educator to be rated a 3. All aspects of 2 and 3 and 4 must be present for an educator to be rated a 4.*