

## Continuous Improvement of Teacher Effectiveness (CITE)

### 2021–2022 CITE IEP and Assessment Specialist (IAS) Rubric

The Teacher	The Teaching
<p><b>Standard 1: Culture and Climate</b></p> <p><b>Standard 2: Professionalism</b></p>	<p><b>Standard 3: Outcomes</b></p> <p><b>Standard 4: Assessment</b></p> <p><b>Standard 5: Implementation and Communication</b></p>

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

<b>The Teacher:</b>			
<b>Standard 1– CULTURE AND CLIMATE: IEP and Assessment Specialist (IAS) models and collaborates with students to create a respectful and positive culture and climate.</b>			
<b>1.1 IAS creates an environment that is safe.</b>			
1: The classroom is unsafe for students.	2: IAS presents rules to achieve a classroom environment that is safe for all students.	3: IAS creates and fosters an environment that is safe for all students.	4: IAS collaborates with students to create and consistently foster a classroom environment that is safe for all students.
<b>1.2 IAS uses a variety of strategies to construct, understand, and restore relationships in the classroom that promote emotional safety and inclusivity.</b>			
1: IAS posts class rules where they are readily available to all students, but rules are not uniformly applied to all students.	2: IAS provides opportunities for students to give input into classroom rules. IAS treats all students in a fair and equitable manner.	3: IAS creates and facilitates positive opportunities for students to develop an inclusive classroom community by having a voice in their community, learning from their mistakes, reinforcing acceptable behavior and restoring relationships.	4: IAS collaborates with students to create and maintain positive opportunities for students to develop an inclusive classroom community by having a voice in their community, learning from their mistakes,

			reinforcing acceptable behavior and restoring relationships.
<b>1.3 IAS establishes an environment that honors diversity.</b>			
1: IAS establishes a reactive environment that may limit points of view and deals with concerns as they arise.	2: IAS promotes an environment where some students feel safe to express different points of view.	3: IAS creates and facilitates an environment that honors diversity.	4: IAS collaborates with students to establish an environment that honors and promotes diversity.
<b>1.4 IAS models and establishes positive relationships with all students.</b>			
1: IAS inconsistently promotes a respectful classroom environment.	2: IAS consistently promotes a respectful classroom and positively interacts with all students.	3: IAS builds positive relationships and respectfully interacts with all students, inside and outside the classroom.	4: IAS builds positive relationships and respectfully interacts with every student as an individual and differentiates interactions based on knowledge of each student, inside and outside the classroom.
<b>1.5 IAS creates a well-managed, student-centered learning environment with established routines and procedures.</b>			
1: IAS's learning environment is not well managed.	2: IAS manages the learning environment.	3: IAS creates routines and procedures and facilitates learning in a well-managed environment. Students know and follow established routines and procedures.	4: IAS collaborates with students to foster a well-managed learning environment where students are actively engaged.

**The Teacher:**

**Standard 2 – PROFESSIONALISM: IEP and Assessment Specialist (IAS) demonstrates professional growth and development, leadership, and professionalism.**

**2.1 IAS works collaboratively with colleagues for the benefit of students.**

1: IAS inconsistently attends required meetings and/or participates in a manner that lacks respect and/or productivity.	2: IAS participates in a respectful and productive manner in required meetings.	3: IAS participates on collaborative teams that include all colleagues, as appropriate, who support students to provide high-quality, integrated wrap-around support. IAS works with school teams/administration to provide enriched opportunities for students.	4: IAS creates/leads and actively contributes to collaborative teams that include all colleagues, as appropriate, who support students to provide high-quality, integrated wrap-around support. IAS works with school teams/administration to provide enriched opportunities for students.
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**2.2 IAS creates a professional growth plan that is aligned to IAS goals, building initiatives, and district priorities.**

1: IAS does not create a growth plan or creates a professional growth plan unrelated to the school UIP and/or school goals.	2: IAS creates a professional growth plan that is related to the school UIP and/or school goals.	3: IAS reflects on professional growth plan and generates action steps.	4: IAS considers student needs and feedback while actively reflecting on professional growth plan and generating action steps.
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**2.3 IAS demonstrates application of professional learning to practice.**

1: IAS inconsistently participates in school-based professional development; minimal attempts are made to implement new learning into classroom practice.	2: IAS participates in required school-based professional development and/or makes minimal attempts to implement new learning into classroom practice.	3: IAS actively participates in required school-based professional development and implements new learning while monitoring impact on professional practice.	4: IAS pursues learning beyond school-based opportunities. IAS monitors the impact of professional development through data collection and reflection and actively refines practice. IAS promotes a culture of continuous learning with colleagues.
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**2.4 IAS differentiates communication with families based on the individual needs of the student.**

1: IAS inconsistently communicates with families.	2: IAS consistently communicates with families to help students meet education goals.	3: IAS fosters an open relationship with families and differentiates communication that includes a variety of methods, formats and timelines to maintain the home-school connection.	4: IAS proactively coordinates information and resources with, to and from families and other supports as appropriate.
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**2.5 IAS demonstrates professional and ethical conduct including following all laws, district policies and school procedures.**

1: IAS does not meet legal and school/district expectations.	2: IAS is compliant with legal and school/district expectations.	3: IAS demonstrates professional behavior within the building and throughout the district and community.	4: IAS promotes and models professional behavior within the building, with colleagues, and throughout the district and community.
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**The Teaching**

**Standard 3- OUTCOMES: IEP and Assessment Specialist (IAS) purposefully plans assessments and supports differentiated instruction affording students access to the GVC.**

**3.1 IAS purposefully plans (and/or collaborates to purposefully plan) a comprehensive assessment to develop an IEP that affords student access to the GVC.**

1: IAS rarely plans (and/or collaborates to plan) a comprehensive assessment to develop an IEP that affords student access to the GVC.	2: IAS plans (and/or collaborates to purposefully plan) a comprehensive assessment to develop an IEP that affords student access to the GVC.	3: IAS consistently plans (and/or collaborates to purposefully plan) a comprehensive assessment to develop an IEP that affords student access to the GVC.	4: IAS collaborates with students and the multidisciplinary team to consistently plan (and/or collaborates to purposefully plan) a comprehensive assessment to develop an IEP that affords student access to the GVC.
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**3.2 IAS purposefully plans (and/or collaborates to purposefully plan) for students to access World Class Outcomes.**

1: IAS rarely plans (and/or collaborates to purposefully plan) for students to access World Class Outcomes assigned to subject or grade level.	2: IAS plans (and/or collaborates to purposefully plan) for students to access World Class Outcomes assigned to subject or grade level.	3: IAS consistently plans (and/or collaborates to purposefully plan) for students to access World Class Outcomes assigned to subject or grade level.	4: IAS collaborates with students and the multidisciplinary team to consistently plan (and/or collaborates to purposefully plan) for students to access World Class Outcomes assigned to subject or grade level.
<b>3.3 IAS purposefully plans (and/or collaborates to purposefully plan) for students to access content.</b>			
1: IAS rarely plans (and/or collaborates to purposefully plan) for students to access content.	2: IAS plans (and/or collaborates to purposefully plan) for students to access content.	3: IAS consistently plans (and/or collaborates to purposefully plan) for students to access content.	4: IAS collaborates with students and the multidisciplinary team to consistently plan (and/or collaborates to purposefully plan) for students to access content.
<b>3.4 IAS purposefully plans (and/or collaborates to purposefully plan) for students to access the Colorado Essential Skills.</b>			
1: IAS rarely plans (and/or collaborates to purposefully plan) for students to access the Colorado Essential Skills.	2: IAS plans (and/or collaborates to purposefully plan) for students to access the Colorado Essential Skills.	3: IAS consistently plans (and/or collaborates to purposefully plan) for students to access the Colorado Essential Skills.	4: IAS collaborates with students and the multidisciplinary team to consistently plan (and/or collaborates to purposefully plan) for students to access the Colorado Essential Skills.
<b>3.5 IAS purposefully plans (and/or collaborates to purposefully plan) for students to access 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.</b>			
1: IAS rarely plans (and/or collaborates to purposefully plan) for students to access 21st Century Skills, where appropriate. (Refer to 21 <sup>st</sup> -Century Skills rubrics.)	2: IAS plans (and/or collaborates to purposefully plan) for students to access 21st Century Skills, where appropriate. (Refer to 21 <sup>st</sup> -Century Skills rubrics.)	3: IAS consistently plans (and/or collaborates to purposefully plan) for students to access 21st Century Skills, where appropriate. (Refer to 21 <sup>st</sup> -Century Skills rubrics.)	4: IAS collaborates with students and the multidisciplinary team to consistently plan (and/or collaborates to purposefully plan) for students to access 21st Century Skills, where appropriate. (Refer to 21 <sup>st</sup> -Century Skills rubrics.)
<b>3.6 IAS evaluates balanced assessment data to purposefully plan (and/or collaborates to purposefully plan) IEP assessments and for differentiation.</b>			
1: IAS rarely evaluates balanced assessment data to purposefully plan (and/or collaborates to purposefully plan) IEP assessments and for differentiation.	2: IAS evaluates balanced assessment data to purposefully plan (and/or collaborates to purposefully plan) IEP assessments and for differentiation.	3: IAS consistently evaluates balanced assessment data to purposefully plan (and/or collaborates to purposefully plan) IEP assessments and for differentiation.	4: IAS collaborates with students and the multidisciplinary team to consistently evaluate balanced assessment data to purposefully plan (and/or collaborates to purposefully plan) IEP assessments and for differentiation.
<b>Standard 4 – Assessment: IEP and Assessment Specialist (IAS) uses and supports a balanced assessment system that enables student access to the GVC.</b>			
<b>4.1 IAS conducts and facilitates a comprehensive assessment to develop an IEP that affords student access to the GVC.</b>			
1: IAS rarely conducts and facilitates a comprehensive assessment to develop an IEP that affords student access to the GVC.	2: IAS conducts and facilitates a comprehensive assessment to develop an IEP that affords student access to the GVC.	3: IAS consistently conducts and facilitates a comprehensive assessment to develop an IEP that affords student access to the GVC.	4: IAS collaborates with students and the multidisciplinary team to consistently conduct and facilitate a comprehensive assessment to develop an IEP that affords student access to

			the GVC.
<b>4.2 IAS synthesizes IEP assessment data allowing teachers and service providers to assess student demonstration of expertise of World Class Outcomes.</b>			
1: IAS rarely synthesizes IEP assessment data allowing teachers and service providers to assess student progress toward World Class Outcomes assigned to subject or grade level.	2: IAS synthesizes IEP assessment data allowing teachers and service providers to assess student progress toward World Class Outcomes assigned to subject or grade level.	3: IAS consistently synthesizes IEP assessment data allowing teachers and service providers to assess student progress toward World Class Outcomes assigned to subject or grade level.	4: IAS collaborates with students and the multidisciplinary team to consistently synthesize IEP assessment data allowing teachers and service providers to assess student progress toward World Class Outcomes assigned to subject or grade level.
<b>4.3 IAS synthesizes IEP assessment data allowing teachers and service providers to assess student demonstration of expertise of content.</b>			
1: IAS rarely synthesizes IEP assessment data allowing teachers and service providers to assess student demonstration of expertise of Content.	2: IAS synthesizes IEP assessment data allowing teachers and service providers to assess student demonstration of expertise of Content.	3: IAS consistently synthesizes IEP assessment data allowing teachers and service providers to assess student demonstration of expertise of Content.	4: IAS collaborates with students and the multidisciplinary team to consistently synthesize IEP assessment data allowing teachers and service providers to assess student demonstration of expertise of Content.
<b>4.4 IAS synthesizes IEP assessment data allowing teachers and service providers to assess student demonstration of the Colorado Essential Skills.</b>			
1: IAS rarely synthesizes IEP assessment data allowing teachers and service providers to assess student demonstration of the Colorado Essential Skills.	2: IAS synthesizes IEP assessment data allowing teachers and service providers to assess student demonstration of Colorado Essential Skills.	3: IAS consistently synthesizes IEP assessment data allowing teachers and service providers to assess student demonstration of Colorado Essential Skills.	4: IAS collaborates with students and the multidisciplinary team to consistently synthesize IEP assessment data allowing teachers and service providers to assess student demonstration of Colorado Essential Skills.
<b>4.5 IAS utilizes IEP assessment data allowing teachers and service providers to assess student mastery of 21<sup>st</sup> Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.</b>			
1: IAS rarely synthesizes IEP assessment data allowing teachers and service providers to assess student demonstration of expertise of 21 <sup>st</sup> Century Skills, where appropriate. (Refer to 21 <sup>st</sup> Century Skills rubrics.)	2: IAS synthesizes IEP assessment data allowing teachers and service providers to assess student demonstration of expertise of 21 <sup>st</sup> Century Skills, where appropriate. (Refer to 21 <sup>st</sup> Century Skills rubrics.)	3: IAS consistently synthesizes IEP assessment data allowing teachers and service providers to assess student demonstration of expertise of 21 <sup>st</sup> Century Skills, where appropriate. (Refer to 21 <sup>st</sup> Century Skills rubrics.)	4: IAS collaborates with students and the multidisciplinary team to consistently synthesize IEP assessment data allowing teachers and service providers to assess student demonstration of expertise of 21 <sup>st</sup> Century Skills, where appropriate. (Refer to 21 <sup>st</sup> Century Skills rubrics.)
<b>4.6 IAS provides all members of the multidisciplinary team with quality feedback. (Feedback that is specific, timely, personalized and actionable) throughout the IEP process.</b>			
1: IAS rarely provides quality feedback to the multidisciplinary team throughout all stages of IEP eligibility and review processes.	2: IAS provides quality feedback to the multidisciplinary team throughout all stages of IEP eligibility and review processes.	3: IAS consistently provides quality feedback to the multidisciplinary team throughout all stages of IEP eligibility and review processes.	4: IAS collaborates throughout the IEP process to consistently provide quality feedback to the multidisciplinary team throughout all stages of IEP eligibility and review processes.

**Standard 5 – IMPLEMENTATION AND COMMUNICATION: IEP and Assessment Specialist (IAS) professional facilitates the IEP process and communicates effectively with all stakeholders.**

**5.1 IAS develops a comprehensive IEP that affords students access to the GVC.**

1: IAS rarely develops a comprehensive IEP that affords student access to the GVC.	2: IAS develops a comprehensive IEP that affords student access to the GVC.	3: IAS consistently develops a comprehensive IEP that affords student access to the GVC.	4: IAS collaborates with the multidisciplinary team to consistently develop a comprehensive IEP that affords student access to the GVC.
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**5.2 IAS coordinates and facilitates the IEP process to ensure all IEPs are in compliance with state and federal guidelines and aligned to individual student needs.**

1: IAS rarely coordinates and facilitates the IEP process to ensure all IEPs are in compliance with state and federal guidelines and aligned to individual student needs.	2: IAS coordinates and facilitates the IEP process to ensure all IEPs are in compliance with state and federal guidelines and aligned to individual student needs.	3: IAS consistently coordinates and facilitates the IEP process to ensure all IEPs are in compliance with state and federal guidelines and aligned to individual student needs.	4: IAS collaborates with the multidisciplinary team to consistently coordinate and facilitate the IEP process to ensure all IEPs are in compliance with state and federal guidelines and aligned to individual student needs.
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**5.3 IAS ensures all stakeholders implement the IEP with fidelity.**

1: IAS rarely ensures all stakeholders implement the IEP with fidelity.	2: IAS ensures all stakeholders implement the IEP with fidelity.	3: IAS consistently ensures all stakeholders implement the IEP with fidelity.	4: IAS collaborates with the multidisciplinary team to consistently ensure all stakeholders implement the IEP with fidelity.
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**5.4 IAS proactively communicates and engages with families throughout the IEP process to identify and address student, family, and staff needs.**

1: IAS rarely communicates and engages with families throughout the IEP process to identify and address student, family, and staff needs.	2: IAS communicates and engages with families throughout the IEP process to identify and address student, family, and staff needs.	3: IAS proactively communicates and engages with families throughout the IEP process to identify and address student, family, and staff needs.	4: IAS collaborates with multidisciplinary team to proactively communicate and engage with families throughout the IEP process to identify and address student, family, and staff needs.
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**5.5 IAS proactively communicates and engages with the multidisciplinary team throughout the IEP process to identify and address student, family, and staff needs.**

1: IAS rarely communicates and engages with the multidisciplinary team throughout the IEP process to identify and address student, family, and staff needs.	2: IAS communicates and engages with the multidisciplinary team throughout the IEP process to identify and address student, family, and staff needs.	3: IAS proactively communicates and engages with the multidisciplinary team throughout the IEP process to identify and address student, family, and staff needs.	4: IAS collaborates to proactively communicate and engage with the multidisciplinary team throughout the IEP process to identify and address student, family, and staff needs.
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**5.6 IAS proactively communicates and engages with students throughout the IEP process to identify and address student, family, and staff needs.**

1: IAS rarely communicates with students throughout the IEP process to identify and address student, family, and staff needs.	2: IAS communicates with students throughout the IEP process to identify and address student, family, and staff needs.	3: IAS consistently and proactively communicates with students throughout the IEP process to identify and address student, family, and staff needs.	4: IAS collaborates to consistently and proactively communicate and engage with students throughout the IEP process to identify and address student, family, and staff needs.
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**5.7 IAS applies expertise in special education while consulting with stakeholders to support student access to the GVC.**

<p>1: IAS rarely applies expertise in special education (including evidence based practice and current field research) with all stakeholders to meet student needs (access to the GVC) through the IEP process.</p>	<p>2: IAS applies expertise in special education (including evidence based practice and current field research) with all stakeholders to meet student needs (access to the GVC) through the IEP process.</p>	<p>3: IAS consistently applies expertise in special education (including evidence based practice and current field research) with all stakeholders to meet student needs (access to the GVC) through the IEP process.</p>	<p>4: IAS consistently collaborates to apply expertise in special education (including evidence based practice and current field research) with all stakeholders to meet student needs (access to the GVC) through the IEP process.</p>
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CITE Rubrics are designed to measure research-based effective teacher and teaching 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 a teacher to be rated a 3. All aspects of 2 and 3 and 4 must be present for a teacher to be rated a 4.*