

**CONTINUOUS IMPROVEMENT OF TEACHER EFFECTIVENESS (CITE)  
GENERALIST RUBRIC  
2022-2023**

The TEACHER	The TEACHING
<b>Standard 1: Culture and Climate</b> <b>Standard 2: Professionalism</b>	<b>Standard 3: Planning</b> <b>Standard 4: Assessment</b> <b>Standard 5: Instruction</b>

*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 TEACHER			
<b>Standard 1- CULTURE AND CLIMATE: Teacher collaborates with all students to create a respectful and positive culture and climate.</b>			
<b>1.1 Teacher establishes and models positive relationships with students.</b>			
1: Teacher does not establish or model positive relationships with students.	2: Teacher is beginning to establish and model positive relationships with students.	3: Teacher establishes and models positive relationships with students <b>and</b> is proactive in restoring relationships, as necessary.	4: Teacher respectfully interacts with every student as an individual and differentiates interactions based on knowledge of each student, inside and outside the classroom.

**1.2 Teacher creates a safe, well-managed, student-centered learning environment with established expectations, routines and procedures.**

<p>1: Teacher does not demonstrate a safe, well-managed, student-centered learning environment with established expectations, routines and procedures.</p>	<p>2: Teacher is beginning to demonstrate a safe, well-managed student-centered learning environment with established expectations, routines and procedures.</p>	<p>3: Teacher creates a safe, well-managed student-centered learning environment with established expectations, routines and procedures <b>and</b> empowers students to take an active role in the learning environment.</p>	<p>4: Teacher uses proactive and preventative measures to respond to student behavior issues, ensuring a safe learning environment <b>and</b> is sensitive to individual student needs and respectful of students' dignity.</p> <p>Students take an active role in monitoring their own behavior against the established expectations.</p>
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**1.3 Teacher establishes an environment that acknowledges and honors multiple aspects of diversity.**

<p>1: Teacher does not establish an environment that acknowledges and honors multiple aspects of diversity.</p>	<p>2: Teacher is beginning to establish an environment that acknowledges and honors multiple aspects of diversity.</p>	<p>3: Teacher effectively establishes an environment that acknowledges and honors multiple aspects of diversity <b>and</b> uses materials and lessons that address multiple aspects of diversity.</p>	<p>4: Teacher empowers students to acknowledge, honor, and promote diversity <b>and</b> to advocate for equity and social awareness.</p>
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**1.4 Teacher uses a variety of strategies that promote emotional safety and inclusivity and help students restore relationships.**

<p>1: Teacher does not use a variety of strategies that promote emotional safety and inclusivity and help students restore relationships.</p>	<p>2: Teacher is beginning to use a variety of strategies that promote emotional safety and inclusivity and help students restore relationships.</p>	<p>3: Teacher uses a variety of strategies that promote emotional safety and inclusivity and helps students restore relationships.</p>	<p>4: Teacher equips students with skills to independently restore relationships, facilitating when necessary.</p> <p>Students take an active role in restoring relationships.</p>
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**Standard 2 - PROFESSIONALISM: Teacher demonstrates professional growth, leadership, and professionalism.**

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BOE APPROVAL DATE: \_\_\_\_\_

**2.1 Teacher works collaboratively with colleagues within a professional learning community for the benefit of students.**

1: Teacher does not demonstrate the ability to work collaboratively with colleagues within a professional learning community for the benefit of students	2: Teacher is beginning to work collaboratively with colleagues within a professional learning community for the benefit of students.	3: Teacher works collaboratively with colleagues within a professional learning community for the benefit of students <b>and</b> actively participates in a culture of professional inquiry.	4: Teacher provides mutual support and cooperation in collaborative settings. Teacher assumes a leadership/proactive role in at least one aspect of school or district life.
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**2.2 Teacher's professional goals are aligned to professional growth needs, building initiatives, and/or district priorities.**

1: Teacher has not developed goals that are aligned to professional growth needs, building initiatives, and/or district priorities.	2: Teacher is beginning to understand the process of developing goals that are aligned to professional growth needs, building initiatives, and/or district priorities.	3: Teacher's professional goals are aligned to professional growth needs, building initiatives, and/or district priorities <b>and</b> the teacher measures their progress related to student outcomes.	4: Teacher is a reflective practitioner, regularly reflecting on and adjusting their growth plan in order to achieve new goals and continuously improve student outcomes.
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**2.3 Teacher engages in professional learning to refine their practice.**

1: Teacher does not engage in professional learning to refine their practice.	2: Teacher is beginning to engage in professional learning to refine their practice.	3: Teacher engages in professional learning to refine their practice <b>and</b> measures the impact of their professional learning in the classroom.	4: Teacher actively seeks feedback from supervisors and colleagues <b>and</b> initiates additional learning opportunities for themselves and others in the school community.
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**2.4 Teacher differentiates communication and engagement opportunities with families based on the individual needs of the student.**

1: Teacher does not differentiate communication and engagement opportunities with families based on the individual needs of the student.	2: Teacher is beginning to differentiate communication and engagement opportunities with families based on the individual needs of the student.	3: Teacher differentiates communication and engagement opportunities with families based on the individual needs of the student <b>and</b> promotes a strong partnership between school and	4: Teacher communicates frequently with families in a culturally sensitive manner and invites students to contribute to the communication in order to engage families in a partnership
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DAC APPROVAL DATE: \_\_\_\_\_

BOE APPROVAL DATE: \_\_\_\_\_

		home.	with the school community.
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**2.5 Teacher demonstrates professional and ethical conduct including following all laws, district policies and school procedures.**

1: Teacher does not demonstrate professional and ethical conduct including following all laws, district policies and school procedures.	2: Teacher is beginning to demonstrate professional and ethical conduct including following all laws, district policies and school procedures.	3: Teacher demonstrates professional and ethical conduct including following all laws, district policies and school procedures <b>and</b> displays professionalism, respect, honesty, integrity, and confidentiality in interactions with staff, students, and the community.	4: Teacher 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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**The TEACHING**

**Standard 3 - PLANNING: Teacher purposefully plans effective instruction for sustainable learning using appropriate curriculum (including the district curriculum, Colorado Academic Standards, CTE standards, etc.).**

**Elementary Teacher: Demonstrates expertise in math and literacy; is knowledgeable in all other content they teach (e.g., social studies, science, art, physical education, music and/or world language)**

**Secondary Teacher: Demonstrates knowledge of math and literacy; is an expert in their content endorsement area(s).**

**3.1 Teacher demonstrates an understanding of educational best practices and content knowledge.**

1: Teacher does not demonstrate an understanding of educational best practices and content knowledge	2: Teacher is beginning to demonstrate an understanding of educational best practices and content knowledge.	3: Teacher demonstrates an understanding of educational best practices and content knowledge <b>and</b> their plans reflect familiarity with a wide range of effective pedagogical approaches in their grade/subject/discipline.	4: Teacher displays an extensive knowledge of the prerequisite skills and important concepts in their grade/subject/discipline <b>and</b> demonstrates the ability to anticipate student learning needs in their lesson planning.
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**3.2 Teacher purposefully plans lessons that integrate content, including mathematics and literacy practices.**

1: Teacher does not plan lessons that integrate content, including	2: Teacher is beginning to plan lessons that integrate content,	3: Teacher purposefully plans lessons that integrate content,	4: As a result of teacher planning, students connect and apply
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DAC APPROVAL DATE: \_\_\_\_\_

BOE APPROVAL DATE: \_\_\_\_\_

mathematics and literacy practices.	including mathematics and literacy practices.	including mathematics and literacy practices.	disciplines/contents to real-world scenarios to demonstrate learning.
<b>3.3 Teacher purposefully plans lessons and authentically integrates higher order thinking skills.</b>			
1: Teacher does <b>not</b> plan lessons or authentically integrate higher order thinking skills.	2: Teacher is beginning to plan lessons and authentically integrate higher order thinking skills.	3: Teacher purposefully plans lessons and authentically integrates higher order thinking skills.	4: As a result of teacher planning, students demonstrate and apply knowledge of their higher order thinking skills.
<b>3.4 Teacher purposefully plans lessons and authentically integrates the Colorado Essential Skills.</b>			
1: Teacher does <b>not</b> plan lessons that authentically integrate the Colorado Essential Skills.	2: Teacher is beginning to plan lessons and authentically integrates the Colorado Essential Skills.	3: Teacher purposefully plans lessons and authentically integrates the Colorado Essential Skills.	4: As a result of teacher planning, students demonstrate and apply their learning through authentic use of Colorado Essential Skills.
<b>3.5 Teacher uses student assessment data to purposefully plan lessons and to meet the differentiated needs of their students.</b>			
1: Teacher does not use student assessment data to purposefully plan lessons and to meet the differentiated needs of their students.	2: Teacher is beginning to use student assessment data to plan lessons and to meet the differentiated needs of their students.	3: Teacher uses student assessment data to purposefully plan lessons and to meet the differentiated needs of their students.	4: Teacher plans for targeted interventions, enrichment, or acceleration to meet the differentiated needs of their students.
<b>Standard 4 - ASSESSMENT: Teacher collects and analyzes a body of evidence as part of a student-centered assessment system.</b>			
<b>4.1 Teacher selects and/or creates formal and informal assessments that guide instruction and have a clear purpose.</b>			
1:Teacher does not select or create formal and informal assessments that guide instruction <b>nor</b> do the assessments have a clear purpose.	2: Teacher is beginning to select or create formal and informal assessments that guide instruction and have a clear purpose.	3: Teacher selects and/or creates formal and informal assessments that guide instruction and have a clear purpose <b>and</b> aligns the assessments to the learning target(s).	4: Students are engaged in establishing and understanding success criteria for formal and informal assessments.

DAC APPROVAL DATE: \_\_\_\_\_

BOE APPROVAL DATE: \_\_\_\_\_

**4.2 Teacher uses effective, student-centered practices to formally and formally assess students before, during and after learning**

1: Teacher does not use effective student-centered practices to assess students before, during or after learning.	2: Teacher is beginning to use effective, student-centered practices to formally and informally assess students before, during and after learning.	3: Teacher uses effective, student-centered practices to formally and informally assess students before, during and after learning <b>and</b> monitors the effectiveness of the assessment, adjusting when necessary.	4: Students are engaged in self-reflection and monitoring their progress, either by their own initiative or as a result of tasks designed by the teacher.
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**4.3 Teacher analyzes student performance via a body of evidence to support instructional decisions.**

1: Teacher does not analyze student performance via a body of evidence to support instructional decisions.	2: Teacher is beginning to analyze student performance via a body of evidence to support instructional decisions.	3: Teacher analyzes student performance via a body of evidence to support instructional decisions <b>and</b> collaborates with colleagues to refine instructional practices.	4: Students are engaged in understanding where they are in their learning related to the learning target based on a body of evidence <b>and</b> the teacher supports students as they monitor their own learning by setting and tracking goals.
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**4.4 Teacher provides students with feedback that is precise, accurate, timely, and actionable.**

1: Teacher does not provide students with feedback.	2: Teacher is beginning to provide students with feedback that is precise, accurate, timely and actionable.	3: Teacher provides students with feedback that is precise, accurate, timely and actionable.	4: Students are engaged in using feedback given by teachers and/or peers to show growth.
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**Standard 5 - INSTRUCTION: Teacher facilitates learning opportunities for students to engage with the District Curriculum, including Colorado Academic Standards, through appropriate instructional strategies.**

**5.1 Teacher uses instructional strategies to facilitate learning opportunities for students to demonstrate content knowledge.**

1: Teacher does not use instructional strategies to facilitate learning opportunities for students to demonstrate content knowledge.	2: Teacher is beginning to use instructional strategies to facilitate learning opportunities for students to demonstrate content knowledge.	3: Teacher uses instructional strategies to facilitate learning opportunities for students to demonstrate content knowledge.	4: Students demonstrate an ability to apply and transfer content knowledge.
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**5.2 Teacher uses instructional strategies to facilitate learning opportunities for students to demonstrate higher-order thinking skills.**

1: Teacher does not use instructional strategies to facilitate learning opportunities for students to demonstrate higher-order thinking skills.	2: Teacher is beginning to use instructional strategies to facilitate learning opportunities for students to demonstrate higher-order thinking skills.	3: Teacher uses instructional strategies to facilitate learning opportunities for students to demonstrate higher-order thinking skills.	4: Students independently apply and transfer higher order thinking skills in authentic situations.
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**5.3 Teacher facilitates authentic opportunities for students to develop and demonstrate growth in the Colorado Essential Skills.**

1: Teacher does not facilitate opportunities for students to develop and demonstrate growth in the Colorado Essential Skills.	2: Teacher is beginning to facilitate authentic opportunities for students to develop and demonstrate growth in the Colorado Essential Skills.	3: Teacher facilitates authentic opportunities for students to develop and demonstrate growth in the Colorado Essential Skills	4: Students independently apply and transfer Colorado Essential Skills in authentic situations.
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**5.4 Teacher differentiates and/or modifies instruction to meet individual student needs based on data and knowledge of students.**

1: Teacher does not meet individual student needs based on data and knowledge of students.	2: Teacher is beginning to differentiate and/or modify instruction to meet individual student needs based on data and knowledge of students.	3: Teacher differentiates and/or modifies instruction to meet individual student needs based on data and knowledge of students.	4: Students advocate for themselves and are given opportunities to take ownership of their learning based on their differentiated needs.
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**5.5 Teacher demonstrates responsiveness and flexibility throughout instruction.**

1: Teacher does not demonstrate responsiveness and flexibility throughout instruction.	2: Teacher is beginning to demonstrate responsiveness and flexibility throughout instruction.	3: Teacher demonstrates responsiveness and flexibility throughout instruction.	4: Teacher uses an extensive repertoire of instructional strategies to improve their
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DAC APPROVAL DATE: \_\_\_\_\_

BOE APPROVAL DATE: \_\_\_\_\_

			instructional effectiveness.
<b>5.6 Teacher facilitates learning opportunities that engage all students in meaningful and relevant activities.</b>			
1: Teacher does not facilitate learning opportunities that engage all students in meaningful and relevant activities.	2: Teacher is beginning to facilitate learning opportunities that engage all students in meaningful and relevant activities.	3: Teacher facilitates learning opportunities that engage all students in meaningful and relevant activities.	4: Teacher is intentional about developing agency in students and gives students voice and often, choice, in how they learn  Definition of Student Agency: refers <b>to learning through activities that are meaningful and relevant to learners</b> , driven by their interests, and often self-initiated with appropriate guidance from teachers. To put it simply, student agency gives students voice and often, choice, in how they learn.
<b>5.7 Teacher facilitates opportunities for all students to purposefully use tools and available technology to enhance learning.</b>			
1: Teacher does not facilitate opportunities for all students to purposefully use tools and available technology to enhance learning.	2: Teacher is beginning to facilitate opportunities for all students to purposefully use tools and available technology to enhance learning.	3: Teacher facilitates opportunities for all students to purposefully and safely use tools and available technology to enhance learning.  Tools and available technology may include: discipline-specific instruments, manipulatives, equipment, digital tools, machines, and etc.	4: Students select and use a variety of tools and available technology to enhance their learning in meaningful and relevant ways.

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.*

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