

Continuous Improvement of Teacher Effectiveness (CITE)

2021–2022 CITE Child Find Assessment Diagnostic Professional–Social Worker

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

| The Teacher: | | | |
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| Standard 1– CULTURE AND CLIMATE: Child Find or Assessment/Diagnostic Professional models and collaborates with all children and/or stakeholders to create a respectful and positive culture and climate. | | | |
| 1.1 Child Find or Assessment/Diagnostic Professional creates an environment that is safe. | | | |
| 1: The environment is unsafe for children. | 2: Child Find or Assessment/Diagnostic Professional presents rules to achieve an environment that is safe for all children. | 3: Child Find or Assessment/Diagnostic Professional creates and fosters an environment that is safe for all children. | 4: Child Find or Assessment/Diagnostic Professional collaborates with children and stakeholders to create and consistently foster an environment that is safe for all children. |
| 1.2 Child Find or Assessment/Diagnostic Professional uses a variety of strategies to construct, understand, and restore relationships in an environment that promotes emotional safety and inclusivity. | | | |

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| 1: Child Find or Assessment/Diagnostic Professional posts rules where they are readily available to all children, but rules are not uniformly applied to all children. | 2: Child Find or Assessment/Diagnostic Professional provides opportunities for children to give input into rules. Child Find or Assessment/Diagnostic Professional treats all children/families in a fair and equitable manner. | 3: Child Find or Assessment/Diagnostic Professional creates and facilitates positive opportunities for children/families to develop an inclusive environment by having a voice in their community, learning from their mistakes, reinforcing acceptable behavior and restoring relationships. | 4: Child Find or Assessment/Diagnostic Professional collaborates with children/families and all stakeholders to create and maintain positive opportunities for children to develop an inclusive environment by having a voice in their community, learning from their mistakes, reinforcing acceptable behavior and restoring relationships. |
| 1.3 Child Find or Assessment/Diagnostic Professional establishes an environment that honors diversity. | | | |
| 1: Child Find or Assessment/Diagnostic Professional establishes a reactive environment that may limit points of view and deals with concerns as they arise. | 2: Child Find or Assessment/Diagnostic Professional promotes an environment where some children/families feel safe to express different points of view. | 3: Child Find or Assessment/Diagnostic Professional creates and facilitates an environment that honors diversity. | 4: Child Find or Assessment/Diagnostic Professional collaborates with children and stakeholders to establish an environment that honors and promotes diversity. |
| 1.4 Child Find or Assessment/Diagnostic Professional models and establishes positive relationships with all children. | | | |
| 1: Child Find or Assessment/Diagnostic Professional inconsistently promotes a respectful environment. | 2: Child Find or Assessment/Diagnostic Professional consistently promotes a respectful environment and positively interacts with all children and stakeholders. | 3: Child Find or Assessment/Diagnostic Professional builds positive relationships and respectfully interacts with all children and stakeholders, inside and outside their environment. | 4: Child Find or Assessment/Diagnostic Professional builds positive relationships and respectfully interacts with every child as an individual and differentiates interactions based on knowledge of each child inside and outside their environment. |
| 1.5 Child Find or Assessment/Diagnostic Professional creates a well-managed, student-centered learning environment with established routines and procedures. | | | |
| 1: Child Find or Assessment/Diagnostic Professional's environment is not well managed. | 2: Child Find or Assessment/Diagnostic Professional manages their environment. | 3: Child Find or Assessment/Diagnostic Professional creates routines and procedures and facilitates learning in a well-managed environment. Children follow established routines and procedures. | 4: Child Find or Assessment/Diagnostic Professional collaborates with children/families and stakeholders to foster a well-managed environment where children are actively engaged. |

The Teacher:

Standard 2 – PROFESSIONALISM: Child Find or Assessment/Diagnostic Professional demonstrates professional growth and

| development, leadership, and professionalism. | | | |
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| 2.1 Child Find or Assessment/Diagnostic Professional works collaboratively with colleagues and other stakeholders for the benefit of children. | | | |
| 1: Child Find or Assessment/Diagnostic Professional inconsistently attends required meetings and/or participates in a manner that lacks respect and/or productivity. | 2: Child Find or Assessment/Diagnostic Professional participates in a respectful and productive manner in required meetings. | 3: Child Find or Assessment/Diagnostic Professional participates on collaborative teams that include all colleagues, as appropriate, who support children to provide high-quality, integrated wrap-around support and/or Special Education support services. | 4: Child Find or Assessment/Diagnostic Professional creates/leads and actively contributes to collaborative teams that include all colleagues, as appropriate, who support children to provide high-quality, integrated wrap-around and/or Special Education support services. |
| 2.2 Child Find or Assessment/Diagnostic Professional creates a professional growth plan that is aligned to Child Find or Assessment/Diagnostic Professional goals, building initiatives, and district priorities. | | | |
| 1: Child Find or Assessment/Diagnostic Professional does not create a growth plan or creates a professional growth plan unrelated to the school UIP and/or school goals. | 2: Child Find or Assessment/Diagnostic Professional creates a professional growth plan that is related to the school UIP and/or school goals. | 3: Child Find or Assessment/Diagnostic Professional reflects on professional growth plan and generates action steps. | 4: Child Find or Assessment/Diagnostic Professional considers student needs and feedback while actively reflecting on professional growth plan and generating action steps. |
| 2.3 Child Find or Assessment/Diagnostic Professional demonstrates application of professional learning to practice. | | | |
| 1: Child Find or Assessment/Diagnostic Professional inconsistently participates in school-based professional development; minimal attempts are made to implement new learning into practice. | 2: Child Find or Assessment/Diagnostic Professional participates in required school-based professional development and/or makes minimal attempts to implement new learning into practice. | 3: Child Find or Assessment/Diagnostic Professional actively participates in required school-based professional development and implements new learning while monitoring impact on professional practice. | 4: Child Find or Assessment/Diagnostic Professional pursues learning beyond school-based opportunities. Child Find or Assessment/Diagnostic Professional monitors the impact of professional development through data collection and reflection and actively refines practice. Child Find or Assessment/Diagnostic Professional promotes a culture of continuous learning with colleagues. |
| 2.4 Child Find or Assessment/Diagnostic Professional differentiates communication with families based on the individual needs of the student. | | | |
| 1: Child Find or Assessment/Diagnostic Professional inconsistently communicates with families. | 2: Child Find or Assessment/Diagnostic Professional consistently communicates with families to help children meet education goals. | 3: Child Find or Assessment/Diagnostic Professional fosters an open relationship with families and differentiates communication that | 4: Child Find or Assessment/Diagnostic Professional proactively coordinates information and resources with, to and from |

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| | | includes a variety of methods, formats and timelines to maintain the home-school connection. | families and other supports as appropriate. |
| 2.5 Child Find or Assessment/Diagnostic Professional demonstrates professional and ethical conduct including following all laws, district policies and school procedures. | | | |
| 1: Child Find or Assessment/Diagnostic Professional does not meet legal and school/district expectations. | 2: Child Find or Assessment/Diagnostic Professional is compliant with legal and school/district expectations. | 3: Child Find or Assessment/Diagnostic Professional demonstrates professional behavior within the building and throughout the district and community. | 4: Child Find or Assessment/Diagnostic Professional promotes and models professional behavior within the building, with colleagues, and throughout the district and community. |
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| Standard 3- OUTCOMES: Child Find or Assessment/Diagnostic Professional supports children's individual progress. | | | |
| 3.1 Child Find or Assessment/Diagnostic Professional uses critical thinking to coordinate and facilitate the assessment/IEP process to ensure compliance with state and federal guidelines and alignment with individual student needs. | | | |
| 1: Child Find or Assessment/Diagnostic Professional rarely coordinates and facilitates the assessment/IEP process to ensure compliance with state and federal guidelines and alignment with individual student needs. | 2: Child Find or Assessment/Diagnostic Professional coordinates and facilitates the assessment/IEP process to ensure compliance with state and federal guidelines and alignment with individual student needs. | 3: Child Find or Assessment/Diagnostic Professional consistently coordinates and facilitates the assessment/IEP process to ensure compliance with state and federal guidelines and alignment with individual student needs. | 4: Child Find or Assessment/Diagnostic Professional collaborates with families and the multidisciplinary team to coordinate and facilitate the assessment/IEP process to ensure compliance with state and federal guidelines and alignment with individual student needs. |
| 3.2 Child Find or Assessment/Diagnostic Professional uses critical thinking to determine eligibility for services. | | | |
| 1: Child Find or Assessment/Diagnostic Professional does not accurately interpret evaluation information to determine eligibility for special education and/or Early Intervention (Part C Services). Child Find or Assessment/Diagnostic Professional does not have a thorough understanding of eligibility criteria. | 2: Child Find or Assessment/Diagnostic Professional interprets evaluation information to determine eligibility for special education and/or Early Intervention (Part C Service). | 3: Child Find or Assessment/Diagnostic Professional collaboratively interprets evaluation information to determine eligibility for special education and/or Early Intervention (Part C Service). Child Find or Assessment/Diagnostic Professional has a thorough understanding of eligibility criteria. | 4: Child Find or Assessment/Diagnostic Professional collaboratively interprets evaluation information to determine eligibility for special education and/or Early Intervention (Part C Service). Child Find or Assessment/Diagnostic Professional has a thorough understanding of eligibility criteria. Child Find or Assessment/Diagnostic Professional facilitates parent understanding of eligibility criteria and implications. |
| 3.3 Child Find or Assessment/Diagnostic Professional uses critical thinking to interpret child's assessment data to determine appropriate services that support and promote access to the Colorado Academic Standards including the Colorado Essential Skills. | | | |
| 1: Child Find or Assessment/Diagnostic Professional does not select | 2: Child Find or Assessment/Diagnostic Professional | 3: Child Find or Assessment/Diagnostic Professional selects services, | 4: Child Find or Assessment/Diagnostic Professional |

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| appropriate services. | selects services for children. | accommodations and modifications that are appropriate based on the child's developmental needs. | uses critical thinking and collaboration with stakeholders to select services, accommodations and modifications that are appropriate based on the child's developmental needs. |
| 3.4 Child Find or Assessment/Diagnostic Professional uses critical thinking to interpret child's assessment data and family needs to facilitate transition into programming. | | | |
| 1: Child Find or Assessment/Diagnostic Professional fails to facilitate transition into a Child Find or Special program. | 2: Child Find or Assessment/Diagnostic Professional facilitates transition into a Child Find or Special Education program. | 3: Child Find or Assessment/Diagnostic Professional considers unique needs and special factors of the child, family and program options in order to facilitate a successful transition into an appropriate Child Find or Special Education program. | 4: Child Find or Assessment/Diagnostic Professional considers unique needs and special factors of the child, family and program options in order to facilitate a successful transition into an appropriate program. The Child Find or Assessment/Diagnostic Professional collaborates with family, school, and other stakeholders to ensure a mutually agreed upon plan. |
| Standard 4 – ASSESSMENT: Child Find or Assessment/Diagnostic Professional selects and uses assessments that allow children to demonstrate individual levels of functioning. | | | |
| 4.1 Child Find or Assessment/Diagnostic Professional collaboratively plans a comprehensive assessment to establish an individual level of functioning. | | | |
| 1: Child Find or Assessment/Diagnostic Professional rarely plans an assessment. | 2: Child Find or Assessment/Diagnostic Professional plans an assessment to establish an individual level of functioning. | 3: Child Find or Assessment/Diagnostic Professional consistently plans a comprehensive assessment to establish an individual level of functioning. | 4: Child Find or Assessment/Diagnostic Professional collaborates with students, families, and the multidisciplinary team to plan a differentiated and comprehensive assessment to establish an individual level of functioning. |
| 4.2 Child Find or Assessment/Diagnostic Professional uses a balanced assessment approach, including formative assessments, to establish an individual level of functioning. | | | |
| 1: Child Find or Assessment/Diagnostic Professional does not use formative assessment data to plan evaluation. | 2: Child Find or Assessment/Diagnostic Professional begins the formative assessment process by reviewing records to plan for an evaluation. | 3: Child Find or Assessment/Diagnostic Professional begins the formative assessment process by reviewing records and gathering information to understand student and family individual needs to select and plan for an appropriate and authentic evaluation. Child Find or Assessment/Diagnostic Professional plans and accounts for known variables. | 4: Child Find or Assessment/Diagnostic Professional begins the formative assessment process by reviewing the records and gathering information to understand student and family individual needs in order to select and plan for an appropriate and authentic evaluation. Child Find or Assessment/Diagnostic Professional collaboratively plans with team members and accounts for known unique variables. The Child Find or Assessment/Diagnostic Professional provides leadership to the Child Find or other Special Education team. |

| 4.3 Child Find or Assessment/Diagnostic Professional uses a balanced assessment approach, including interim assessments, to establish an individual level of functioning. | | | |
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| 1: Child Find or Assessment/Diagnostic Professional does not analyze interim assessment data. | 2: Child Find or Assessment/Diagnostic Professional inconsistently conducts and analyzes interim assessment data to determine further areas to investigate and assess. | 3: Child Find or Assessment/Diagnostic Professional conducts and analyzes interim assessment data to determine further areas to investigate and assess. | 4: Child Find or Assessment/Diagnostic Professional conducts and analyzes interim assessment data to determine further areas to investigate and assess. Child Find or Assessment/Diagnostic Professional adjusts approach based on child and/or family responses in a fluid, flexible, and/or innovative manner. |
| 4.4 Child Find or Assessment/Diagnostic Professional provides stakeholders with assessment data and gathers additional information to ensure a comprehensive evaluation. | | | |
| 1: Child Find or Assessment/Diagnostic Professional provides insufficient assessment information to families prior to finalizing evaluation. | 2: Child Find or Assessment/Diagnostic Professional provides assessment information to families prior to finalizing evaluation. | 3: Child Find or Assessment/Diagnostic Professional provides assessment information and elicits feedback and additional information from families prior to finalizing evaluation. | 4: Child Find or Assessment/Diagnostic Professional provides assessment information and elicits feedback and additional information from stakeholders prior to finalizing evaluation. Child Find or Assessment/Diagnostic Professional collaborates with a variety of stakeholders. |
| 4.5 Child Find or Assessment/Diagnostic Professional uses a balanced assessment approach to generate a summative assessment or evaluation report. | | | |
| 1: Child Find or Assessment/Diagnostic Professional writes a summative or evaluation report that does not address all of the child's needs. | 2: Child Find or Assessment/Diagnostic Professional writes a summative or evaluation report that addresses the child's needs. | 3: Child Find or Assessment/Diagnostic Professional analyzes and interprets data from evaluation and writes a summative or evaluation report that accurately reflects the child's strengths and needs. Report is thorough, professional, and family friendly. | 4: Child Find or Assessment/Diagnostic Professional analyzes and interprets data from evaluation and writes a summative or evaluation report that accurately reflects the child's strengths and needs. Report is thorough, professional, and family friendly. Child Find or Assessment/Diagnostic Professional collaborates with Child Find or other Special Education team members to produce an integrated and consistent report. |
| 4.6 Child Find or Assessment/Diagnostic Professional uses assessment practices sensitive to cultural and linguistic diversity. | | | |
| 1: Child Find or Assessment/Diagnostic Professional assesses students without regard to appropriate consideration of linguistic and cultural differences and/or ethical consideration. Child Find or Assessment/Diagnostic inappropriately interprets assessment | 2: Child Find or Assessment/Diagnostic Professional demonstrates limited understanding of factors affecting appropriate evaluation of culturally and linguistically diverse students. | 3: Child Find or Assessment/Diagnostic Professional demonstrates knowledge of: <ul style="list-style-type: none"> Ethical evaluation of ELL students, (including use of assessment tools, interpreters | 4: Child Find or Assessment/Diagnostic Professional demonstrates advanced knowledge of and acts as a resource to colleagues regarding: |

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| findings and/or eligibility rules. | | and considerations for arranging assessments in languages other than English) <ul style="list-style-type: none"> • Cultural and linguistic diversity • Differential identification of differences versus disorders • Appropriately interprets assessment findings • Accurately applies eligibility rules | <ul style="list-style-type: none"> • Ethical evaluation of ELL students, (including use of assessment tools, interpreters and considerations for arranging assessments in languages other than English) • Cultural and linguistic diversity • Differential identification of differences versus disorders • Appropriately interprets assessment findings • Accurately applies eligibility rules |
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Standard 5 – Communication: Child Find or Assessment/Diagnostic Professional communicates effectively with all stakeholders.

5.1 Child Find or Assessment/Diagnostic Professional communicates assessment information essential to a child's success to all stakeholders.

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| 1: Child Find or Assessment/Diagnostic Professional shares information for child's success with stakeholders. Child Find or Assessment/Diagnostic Professional fails to anticipate child's needs and does not communicate relevant information. | 2: Child Find or Assessment/Diagnostic Professional shares essential information for child's success with some stakeholders. Child Find or Assessment/Diagnostic Professional anticipates child's needs and communicates relevant information. | 3: Child Find or Assessment/Diagnostic Professional shares information essential to a child's success that is personalized and shared with stakeholders. Child Find or Assessment/Diagnostic professional articulates child's needs and proactively communicates relevant information. | 4: Child Find or Assessment/Diagnostic Professional shares personalized information and strategies essential to a child's success with all stakeholders. Child Find or Assessment/Diagnostic Professional's communication is personalized, incorporates systematic processes, and family feedback. Child Find or Assessment/Diagnostic professional articulates child's needs and proactively communicates relevant information. |
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5.2 Child Find or Assessment/Diagnostic Professional demonstrates effective facilitation skills for sharing assessment data.

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| 1: Child Find or Assessment/Diagnostic Professional does not address the needs of all parties. Child Find or Assessment/Diagnostic Professional does incomplete planning/preparation for meetings and does not ensure all voices to be heard. | 2: Child Find or Assessment/Diagnostic Professional occasionally plans with team to address the needs of all parties. Child Find or Assessment/Diagnostic Professional occasionally plans and uses processes, sets appropriate tone and allows for voices to be heard. Child Find or Assessment/Diagnostic Professional summarizes and plans next steps. | 3: Child Find or Assessment/Diagnostic Professional uses situational awareness and plans accordingly to address the needs of all stakeholders. Child Find or Assessment/Diagnostic Professional sets appropriate tone and environment. Child Find or Assessment/Diagnostic Professional summarizes shared assessment data and determines next steps. | 4: Child Find or Assessment/Diagnostic Professional consistently uses situational awareness and plans accordingly to address the needs of all stakeholders. Child Find or Assessment/Diagnostic Professional sets appropriate tone and environment and solicits input from stakeholders ensuring that all voices are heard. Child Find or Assessment/Diagnostic Professional summarizes shared assessment data and collaborates with all stakeholders to plan next steps. |
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5.3 Child Find or Assessment/Diagnostic Professional differentiates communication with families depending on assessment process/outcome.

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| <p>1: Child Find or Assessment/Diagnostic Professional fails to communicate to families/caregivers. Child Find or Assessment/Diagnostic Professional does not adhere to the process.</p> | <p>2: Child Find or Assessment/Diagnostic Professional communicates to families/caregivers in situations. Child Find or Assessment/Diagnostic Professional utilizes adherence to the process.</p> | <p>3: Child Find or Assessment/Diagnostic Professional individualizes communication to families/caregivers in situations dependent upon the unique needs and outcomes by using a variety of methods, formats, and timelines, and provides information and resources to stakeholders in order for the child to make progress. Child Find or Assessment/Diagnostic Professional utilizes active listening, paraphrasing, situational awareness and understanding of audience. Child Find or Assessment/Diagnostic Professional is articulate, prepared, caring, and compassionate.</p> | <p>4: Child Find or Assessment/Diagnostic Professional individualizes communication to families/caregivers in situations dependent upon the unique needs and outcomes by using a variety of methods, formats, and timelines to maximize the home/school/community connection in order for the child to make progress. The Child Find or Assessment/Diagnostic Professional provides communication beyond the scope of the Child Find or Special Education process. Child Find or Assessment/Diagnostic Professional utilizes active listening, paraphrasing, situational awareness and understanding of audience. Child Find or Assessment/Diagnostic Professional is articulate, prepared, caring, and compassionate.</p> |
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5.4 Child Find or Assessment/Diagnostic Professional differentiates communication with providers depending on assessment process/outcome.

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| <p>1: Child Find or Assessment/Diagnostic Professional fails to communicate to service providers. Child Find or Assessment/Diagnostic Professional does not adhere to the process.</p> | <p>2: Child Find or Assessment/Diagnostic Professional communicates to service providers. Child Find or Assessment/Diagnostic Professional utilizes adherence to the process.</p> | <p>3: Child Find or Assessment/Diagnostic Professional individualizes communication to service providers in situations dependent upon the unique needs and outcomes. Child Find or Assessment/Diagnostic Professional utilizes active listening, paraphrasing, situational awareness, understanding of audience, and collaborative feedback. Child Find or Assessment/Diagnostic Professional is articulate, prepared, and professional.</p> | <p>4: Child Find or Assessment/Diagnostic Professional individualizes communication to service providers in situations dependent upon the unique needs and outcomes. Child Find or Assessment/Diagnostic Professional provides communication beyond the scope of the Child Find or Special Education process. Child Find or Assessment/Diagnostic Professional utilizes active listening, paraphrasing, situational awareness, understanding of audience, and collaborative feedback. Child Find or Assessment/Diagnostic Professional is articulate, prepared, and professional.</p> |
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5.5 Child Find or Assessment/Diagnostic Professional demonstrates content-area expertise while communicating with stakeholders.

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| <p>1: Child Find or Assessment/Diagnostic Professional demonstrates a lack of content knowledge.</p> | <p>2: Child Find or Assessment/Diagnostic Professional demonstrates an understanding of their specific content area.</p> | <p>3: Child Find or Assessment/Diagnostic Professional demonstrates knowledge by responding to stakeholder questions, anticipating common misconceptions and</p> | <p>4: Child Find or Assessment/Diagnostic Professional demonstrates a strong knowledge (including evidence based practice and current field research) by accurately</p> |
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| | | misunderstandings, connecting it to other developmental areas and knowing where the current learning is in the learning progression. | responding to child needs, stakeholder questions, anticipating common misconceptions and misunderstandings, connecting it to other developmental areas and knowing where the current learning is in the learning progression. The Child Find or Assessment/Diagnostic professional shares knowledge with other professionals. |
| 5.6 Child Find or Assessment/Diagnostic Professional provides individualized community resources and consultation to stakeholders when needed, during crisis management or for significant behavior. | | | |
| 1: Child Find or Assessment/Diagnostic Professional is not responsive or provides limited resources. | 2: Child Find or Assessment/Diagnostic Professional provides resources and responds to the crisis based on emergent needs. | 3: Child Find or Assessment/Diagnostic Professional communicates and collaborates with stakeholders by providing resources, responding to the crisis based on the emergent needs. | 4: Child Find or Assessment/Diagnostic Professional communicates and collaborates with stakeholders by providing resources, responding to the crisis based on the emergent needs including follow-up and adjustment of resources or intervention plans. |

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.*