

<p>CDE State Rubric</p>	<p>DCSD CITE Rubric - Generalist 2021-2022 Used by: Classroom Teachers Content Area Teachers Specials/Electives Teachers</p>
<p>Quality Standard I Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).</p>	<p>Standard 3 - PLANNING: Teacher purposefully plans effective instruction for sustainable learning using the District Curriculum, including Colorado Academic Standards.</p> <p>Standard 5 - INSTRUCTION: Teacher facilitates sustainable learning opportunities for students to demonstrate expertise and application of District Curriculum, including Colorado Academic Standards.</p>
<p>Element A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.</p>	<p>3.1 Teacher purposefully plans for the integration of content in aligned lessons.</p> <p>5.4 Teacher utilizes current pedagogical expertise and content knowledge in their professional practice.</p>
<p>Element B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.</p>	<p>5.1 Teacher facilitates learning opportunities for students to demonstrate content knowledge that is transferrable and sustainable.</p>
<p>Element C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.</p>	<p>5.2 Teacher facilitates learning opportunities for students to demonstrate higher-order thinking skills.</p> <p>5.3 Teacher facilitates authentic opportunities for students to develop and demonstrate growth in their use of the Colorado Essential Skills.</p> <p>5.8 Teacher facilitates learning opportunities to engage all students through voice and choice.</p>
<p>Quality Standard II Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.</p>	<p>Standard 1- CULTURE AND CLIMATE: Teacher models and collaborates with all students to create a respectful and positive culture and climate.</p>
<p>Element A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.</p>	<p>1.1 Teacher creates an environment that is safe.</p> <p>1.2 Teacher uses a variety of strategies to construct, understand, and restore relationships in the classroom that promote emotional safety and inclusivity.</p>

	<p>1.4 Teacher models and establishes positive relationships with all students.</p> <p>1.5 Teacher creates a well-managed, student-centered learning environment with established routines and procedures.</p>
Element B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.	1.3 Teacher establishes an environment that honors diversity.
Element C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.	<p>4.4 Teacher uses a variety of quality formal and informal assessments and strategies to meet the unique needs of individual students.</p> <p>5.5 Teacher differentiates and/or modifies instruction to meet individual student needs based on data and knowledge of students.</p> <p>5.8 Teacher facilitates learning opportunities to engage all students through voice and choice.</p>
Element D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.	2.4 Teacher differentiates communication with families based on the individual needs of the student.
<p>Quality Standard III</p> <p>Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.</p>	<p>Standard 3 - PLANNING: Teacher purposefully plans effective instruction for sustainable learning using the District Curriculum, including Colorado Academic Standards.</p> <p>Standard 4 - ASSESSMENT: Teacher uses a variety of formal and informal assessment data that requires students to demonstrate mastery.</p> <p>Standard 5 - INSTRUCTION: Teacher facilitates sustainable learning opportunities for students to demonstrate expertise and application of District Curriculum, including Colorado Academic Standards.</p>
Element A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.	<p>2.1 Teacher works collaboratively with colleagues for the benefit of students.</p> <p>5.5 Teacher differentiates and/or modifies instruction to meet individual student needs based on data and knowledge of students.</p>
Element B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.	3.4 Teacher utilizes/analyzes a variety of formal and informal assessment data to purposefully plan for instruction to meet the differentiated needs of students.

	<p>4.1 Teacher measures students' level of understanding of content by using quality formal and informal assessments.</p> <p>4.2 Teacher measures students' use of higher order thinking skills by using quality formal and informal assessments.</p> <p>4.3 Teacher measures students' use of the Colorado Essential Skills using quality formal and informal assessments.</p> <p>4.4 Teacher uses a variety of quality formal and informal assessments and strategies to meet the unique needs of individual students.</p> <p>4.5 Teacher provides students with quality feedback. (precise, accurate, timely, encouraging)</p> <p>5.6 Teacher gives explicit and actionable feedback to students throughout the teaching/learning cycle.</p>
<p>Element C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.</p>	<p>5.9 Teacher facilitates opportunities for all students to use tools and available technology to enhance learning.</p>
<p>Element D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.</p>	<p>3.2 Teacher purposefully plans for the integration of higher order thinking to increase student application of appropriately rigorous tasks.</p> <p>3.3 Teacher purposefully plans for the authentic integration of the Colorado Essential Skills.</p>
<p>Element E: Teachers provide students with opportunities to work in teams and develop leadership.</p>	<p>3.2 Teacher purposefully plans for the integration of higher order thinking to increase student application of appropriately rigorous tasks.</p> <p>3.3 Teacher purposefully plans for the authentic integration of the Colorado Essential Skills.</p>
<p>Element F: Teachers model and promote effective communication.</p>	<p>5.3 Teacher facilitates authentic opportunities for students to develop and demonstrate growth in their use of the Colorado Essential Skills.</p>
<p>Quality Standard IV Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.</p>	<p>Standard 2 – PROFESSIONALISM: Teacher demonstrates professional growth and development, leadership, and professionalism.</p>
<p>Element A: Teachers demonstrate high standards for professional conduct.</p>	<p>2.5 Teacher demonstrates professional and ethical conduct including following all laws, district policies and school procedures.</p>

Element B: Teachers link professional growth to their professional goals.	2.2 Teacher creates a professional growth plan that is aligned to teacher goals, building initiatives, and district priorities. 2.3 Teacher demonstrates application of professional learning to practice.
Element C: Teachers respond to a complex, dynamic environment.	5.7 Teacher demonstrates responsiveness and flexibility in the classroom and throughout instruction.
Element D: Teachers demonstrate leadership in the school, the community, and the teaching profession.	2.1 Teacher works collaboratively with colleagues for the benefit of students.

<p>CDE Teacher Rubric</p>	<p>DCSD CITE Rubric - Educator 2021-2022 Used by: Assistive Technology Autism/Behavior Specialist Center-Based SPED Teacher Early Childhood SPED Teacher Early Childhood SLP Early Childhood OT ESL Interventionist Literacy Specialist Social Worker Psychologist OT SLP Moderate Needs Teacher Teacher of Vision Impaired Teacher of Deaf and Hard of Hearing</p>
<p>Quality Standard I Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).</p>	<p>Standard 3 - PLANNING: Educator purposefully plans effective instruction for sustainable learning using the District Curriculum, including Colorado Academic Standards.</p> <p>Standard 5 - INSTRUCTION: Educator facilitates sustainable learning opportunities for students to demonstrate expertise and application of District Curriculum, including Colorado Academic Standards.</p>
<p>Element A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.</p>	<p>3.1 Educator purposefully plans for the integration of content in aligned lessons.</p> <p>5.4 Educator utilizes current pedagogical expertise and content knowledge in their professional practice.</p>
<p>Element B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.</p>	<p>5.1 Educator facilitates learning opportunities for students to demonstrate content knowledge that is transferrable and sustainable.</p>
<p>Element C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.</p>	<p>5.2 Educator facilitates learning opportunities for students to demonstrate higher-order thinking skills.</p> <p>5.3 Educator facilitates authentic opportunities for students to develop and demonstrate growth in their use of the Colorado Essential Skills.</p> <p>5.8 Educator facilitates learning opportunities to engage all students through voice and choice.</p>

<p>Quality Standard II Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.</p>	<p>Standard 1- CULTURE AND CLIMATE: Educator models and collaborates with all students to create a respectful and positive culture and climate.</p>
<p>Element A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.</p>	<p>1.1 Educator creates an environment that is safe.</p> <p>1.2 Educator uses a variety of strategies to construct, understand, and restore relationships in the classroom that promote emotional safety and inclusivity.</p> <p>1.4 Educator models and establishes positive relationships with all students.</p> <p>1.5 Educator creates a well-managed, student-centered learning environment with established routines and procedures.</p>
<p>Element B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.</p>	<p>1.3 Educator establishes an environment that honors diversity.</p>
<p>Element C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.</p>	<p>4.4 Educator uses a variety of quality formal and informal assessments and strategies to meet the unique needs of individual students.</p> <p>5.5 Educator differentiates and/or modifies instruction to meet individual student needs based on data and knowledge of students.</p> <p>5.8 Educator facilitates learning opportunities to engage all students through voice and choice.</p>
<p>Element D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.</p>	<p>2.4 Educator differentiates communication with families based on the individual needs of the student.</p>
<p>Quality Standard III Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.</p>	<p>Standard 3 - PLANNING: Educator purposefully plans effective instruction for sustainable learning using the District Curriculum, including Colorado Academic Standards.</p> <p>Standard 4 - ASSESSMENT: Educator uses a variety of formal and informal assessment data that requires students to demonstrate mastery.</p> <p>Standard 5 - INSTRUCTION: Educator facilitates sustainable learning opportunities for students to demonstrate expertise and application of District Curriculum, including Colorado Academic Standards.</p>

<p>Element A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.</p>	<p>2.1 Educator works collaboratively with colleagues for the benefit of students.</p> <p>5.5 Educator differentiates and/or modifies instruction to meet individual student needs based on data and knowledge of students.</p>
<p>Element B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.</p>	<p>3.4 Educator utilizes/analyzes a variety of formal and informal assessment data to purposefully plan for instruction to meet the differentiated needs of students.</p> <p>4.1 Educator measures students' level of understanding of content by using quality formal and informal assessments.</p> <p>4.2 Educator measures students' use of higher order thinking skills by using quality formal and informal assessments.</p> <p>4.3 Educator measures students' use of the Colorado Essential Skills using quality formal and informal assessments.</p> <p>4.4 Educator uses a variety of quality formal and informal assessments and strategies to meet the unique needs of individual students.</p> <p>4.5 Educator provides students with quality feedback. (precise, accurate, timely, encouraging)</p> <p>5.6 Educator gives explicit and actionable feedback to students throughout the teaching/learning cycle.</p>
<p>Element C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.</p>	<p>5.9 Educator facilitates opportunities for all students to use tools and available technology to enhance learning.</p>
<p>Element D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.</p>	<p>3.2 Educator purposefully plans for the integration of higher order thinking to increase student application of appropriately rigorous tasks.</p> <p>3.3 Educator purposefully plans for the authentic integration of the Colorado Essential Skills.</p>
<p>Element E: Teachers provide students with opportunities to work in teams and develop leadership.</p>	<p>3.2 Educator purposefully plans for the integration of higher order thinking to increase student application of appropriately rigorous tasks.</p> <p>3.3 Educator purposefully plans for the authentic integration of the Colorado Essential Skills.</p>

Element F: Teachers model and promote effective communication.	5.3 Educator facilitates authentic opportunities for students to develop and demonstrate growth in their use of the Colorado Essential Skills.
Quality Standard IV Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.	Standard 2 – PROFESSIONALISM: Educator demonstrates professional growth and development, leadership, and professionalism.
Element A: Teachers demonstrate high standards for professional conduct.	2.5 Educator demonstrates professional and ethical conduct including following all laws, district policies and school procedures.
Element B: Teachers link professional growth to their professional goals.	2.2 Educator creates a professional growth plan that is aligned to teacher goals, building initiatives, and district priorities. 2.3 Educator demonstrates application of professional learning to practice.
Element C: Teachers respond to a complex, dynamic environment.	5.7 Educator demonstrates responsiveness and flexibility in the classroom and throughout instruction.
Element D: Teachers demonstrate leadership in the school, the community, and the teaching profession.	2.1 Educator works collaboratively with colleagues for the benefit of students.

CDE SSP Rubric - Audiologist 2019-2020	DCSD CITE Rubric - Audiologist 2021-22
<p>Quality Standard I Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.</p>	<p>Standard 3– OUTCOMES: Audiologist purposefully plans educational audiology services to support student auditory access to the District GVC.</p>
<p>Element A: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district’s organized plans of instruction and the individual needs of their students.</p>	<p>2.5 Audiologist demonstrates professional and ethical conduct including following all laws, district policies and school procedures.</p> <p>2.6 Audiologist uses expertise to facilitate, and/or collaborate to implement the identification, planning for, and services of students with unique needs to ensure compliance with state and federal guidelines and individual student needs. (e.g., IDEA, 504, MTSS/RtI ADA, ECEA, Title III, etc.)</p>
<p>Element B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.</p>	<p>3.2 Audiologist integrates their expertise in Audiology and evidence based research when purposefully planning for student auditory access to support learning in literacy, math and other content.</p> <p>3.3 Audiologist integrates their expertise in Audiology and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to the Colorado Essential Skills.</p>
<p>Element C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.</p>	<p>3.1 Audiologist integrates their expertise in Audiology and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to World Class Outcomes.</p> <p>3.2 Audiologist integrates their expertise in Audiology and evidence based research when purposefully planning for student auditory access to support learning in literacy, math and other content.</p> <p>3.3 Audiologist integrates their expertise in Audiology and evidence based research when purposefully planning tiered educational audiology services which support student auditory access to the Colorado Essential Skills.</p>

<p>Quality Standard II Special Services Providers support or establish safe, inclusive, and respectful environments for a diverse population of students.</p>	<p>Standard 1- CULTURE AND CLIMATE: Audiologist models and collaborates with all students to create a respectful and positive culture and climate.</p>
<p>Element A: Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.</p>	<p>1.1 Audiologist creates an environment that is safe.</p> <p>1.2 Audiologist uses a variety of strategies to construct, understand and restore relationships in the learning environment that promotes emotional safety, personal safety, and inclusivity.</p> <p>1.5 Audiologist creates a well-managed, student-centered learning environment with established routines and procedures.</p>
<p>Element B: Special Services Providers understand and respond to diversity within the home, school, and community.</p>	<p>1.3 Audiologist establishes an environment that honors diversity and inclusivity.</p>
<p>Element C: Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.</p>	<p>1.3 Audiologist establishes an environment that honors diversity and inclusivity.</p> <p>1.4 Audiologist models and establishes positive relationships with all students.</p> <p>3.5 Audiologist uses balanced assessment data to inform purposeful planning for differentiation of tiered educational audiology services to support student auditory access to the GVC.</p>
<p>Element D: Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.</p>	<p>2.1 Audiologist works collaboratively with colleagues for the benefit of students.</p> <p>2.4 Audiologist differentiates communication with families based on the individual needs of the student.</p>
<p>Quality Standard III Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.</p>	<p>Standard 3– OUTCOMES: Audiologist purposefully plans educational audiology services to support student auditory access to the District GVC.</p> <p>Standard 4 – ASSESSMENT: Audiologist uses a balanced assessment system to inform practice and decision making for educational audiology services and</p>

programming which promotes student auditory access to the GVC.

Standard 5 - INSTRUCTION: Audiologist supports multidisciplinary teams in facilitating learning opportunities for student auditory access to the GVC.

Element A:
Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.

5.1 Audiologist applies their expertise in Audiology and evidence based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to World Class Outcomes.

5.2 Audiologist applies their expertise in Audiology and evidence based practices and interventions to support multidisciplinary teams in facilitating learning opportunities for student auditory access to support learning in literacy, math and other content areas.

Element B:
Special Services Providers utilize formal and informal assessments to inform planning and service delivery.

4.1 Audiologist uses their expertise in Audiology to develop/identify evidence based assessments that monitor student auditory access to World Class Outcomes.

4.2 Audiologist uses their expertise in Audiology to develop/identify evidence based assessments that monitor student auditory access to support learning in literacy, math and other content areas.

4.3 Audiologist uses their expertise in Audiology to develop/identify evidence based assessments that monitor student auditory access to the Colorado Essential Skills.

4.5 Audiologist uses their expertise in Audiology to develop/identify evidence based formative practices/assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.

4.6 Audiologist uses their expertise in Audiology to develop/identify evidence based interim assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.

	<p>4.7 Audiologist uses their expertise in Audiology to develop/identify evidence based summative assessments that identify, diagnose, and monitor hearing/ear disorders, identify need for and benefit from hearing assistive technology, and monitor auditory self-advocacy skills.</p>
<p>Element C: Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.</p>	<p>5.6 Audiologist applies their expertise in Audiology to maintain educational audiology equipment/technology, differentiate student need for hearing assistive technology, and facilitate the use of this technology to support student auditory access to the GVC.</p> <p>5.9 Audiologist supports multidisciplinary teams in facilitating learning opportunities for all students to use World Class Tools to access the GVC.</p>
<p>Element D: Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.</p>	<p>5.3 Audiologist applies their expertise in Audiology and evidence based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to the Colorado Essential Skills.</p> <p>5.7 Audiologist supports multidisciplinary teams in facilitating learning opportunities that empower students and stakeholders (student families and/or school service providers and/or private/medical providers) to advocate for their hearing health and auditory access needs to access the GVC.</p>
<p>Element E: Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.</p>	<p>3.5 Audiologist uses balanced assessment data to inform purposeful planning for differentiation of tiered educational audiology services to support student auditory access to the GVC.</p> <p>5.1 Audiologist applies their expertise in Audiology and evidence based practices and interventions into tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to World Class Outcomes.</p> <p>5.8 Audiologist supports multidisciplinary teams in facilitating learning opportunities that engage all students in an accessible learning environment to access the GVC.</p>

<p>Element F: Special Services Providers model and promote effective communication.</p>	<p>4.8 Audiologist provides students with quality feedback. (Feedback that is specific, timely, personalized and actionable.)</p>
<p>Quality Standard IV Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.</p>	<p>Standard 2 – PROFESSIONALISM: Audiologist demonstrates professional growth and development, leadership, and professionalism.</p>
<p>Element A: Special Services Providers demonstrate high standards for ethical and professional conduct.</p>	<p>2.5 Audiologist demonstrates professional and ethical conduct including following all laws, district policies and school procedures.</p>
<p>Element B: Special Services Providers link professional growth to their professional goals.</p>	<p>2.2 Audiologist creates a professional growth plan that is aligned to Audiologist goals and building initiatives, and district priorities.</p> <p>2.3 Audiologist demonstrates application of professional learning to practice.</p>
<p>Element C: Special Services Providers respond to a complex, dynamic environment.</p>	<p>5.5 Audiologist uses balanced assessment data to implement, deliver and refine differentiation of tiered educational audiology services to support multidisciplinary teams in facilitating learning opportunities for student auditory access to the GVC.</p> <p>5.8 Audiologist supports multidisciplinary teams in facilitating learning opportunities that engage all students in an accessible learning environment to access the GVC.</p>
<p>Element D: Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.</p>	<p>2.1 Audiologist works collaboratively with colleagues for the benefit of students.</p> <p>5.8 Audiologist supports multidisciplinary teams in facilitating learning opportunities that engage all students in an accessible learning environment to access the GVC.</p>

****NOTE:** This crosswalk is NOT shared with CDE as the job code for Child Find Assessment Diagnostic Professionals is not a teacher code. This job does not require a state mandated educator evaluation.

CDE SSP Rubric - Counselor 2019-2020	DCSD CITE Rubric - Child Find Assessment Diagnostic Professional Social Worker 2021-2022
<p>Quality Standard I Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.</p>	<p>Standard 3- OUTCOMES: Child Find or Assessment/Diagnostic Professional supports children’s individual progress.</p>
<p>Element A: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district’s organized plans of instruction and the individual needs of their students.</p>	<p>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.</p> <p>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.</p>
<p>Element B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning</p>	<p>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.</p>
<p>Element C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.</p>	<p>3.2 Child Find or Assessment/Diagnostic Professional uses critical thinking to determine eligibility for services.</p>
<p>Quality Standard II Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.</p>	<p>Standard 1- CULTURE AND CLIMATE: Child Find or Assessment/Diagnostic Professional models and collaborates with all students to create a respectful and positive culture and climate.</p>
<p>Element A: Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.</p>	<p>1.1 Child Find or Assessment/Diagnostic Professional creates an environment that is safe.</p> <p>1.2 Child Find or Assessment/Diagnostic Professional uses a variety of strategies to construct, understand and restore relationships in the learning environment that promotes emotional safety, personal safety, and inclusivity.</p> <p>1.5 Child Find or Assessment/Diagnostic Professional creates a well-managed,</p>

	student-centered learning environment with established routines and procedures.
Element B: Special Services Providers understand and respond to diversity within the home, school, and community.	1.3 Child Find or Assessment/Diagnostic Professional establishes an environment that honors diversity and inclusivity.
Element C: Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.	1.3 Child Find or Assessment/Diagnostic Professional establishes an environment that honors diversity and inclusivity. 1.4 Child Find or Assessment/Diagnostic Professional models and establishes positive relationships with all students. 5.3 Child Find or Assessment/Diagnostic Professional differentiates communication with families depending on assessment process/outcome. 4.6 Child Find or Assessment/Diagnostic Professional uses assessment practices sensitive to cultural and linguistic diversity.
Element D: Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.	2.1 Child Find or Assessment/Diagnostic Professional works collaboratively with colleagues for the benefit of students. 2.4 Child Find or Assessment/Diagnostic Professional differentiates communication with families based on the individual needs of the student. 5.1 Child Find or Assessment/Diagnostic Professional communicates assessment information essential to a child's success to all stakeholders.
Quality Standard III Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.	Standard 3- OUTCOMES: Child Find or Assessment/Diagnostic Professional supports children's individual progress. Standard 4 - ASSESSMENT: Child Find or Assessment/Diagnostic Professional selects and uses assessments that allow children to demonstrate individual levels of functioning. Standard 5 – Communication: Child Find or Assessment/Diagnostic Professional communicates effectively with all stakeholders.
Element A:	5.5 Child Find or Assessment/Diagnostic

<p>Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.</p>	<p>Professional demonstrates content-area expertise while communicating with stakeholders.</p>
<p>Element B: Special Services Providers utilize formal and informal assessments to inform planning and service delivery.</p>	<p>4.1 Child Find or Assessment/Diagnostic Professional collaboratively plans a comprehensive assessment to establish an individual level of functioning.</p> <p>4.2 Child Find or Assessment/Diagnostic Professional uses a balanced assessment approach, including formative assessments, to establish an individual level of functioning.</p> <p>4.3 Child Find or Assessment/Diagnostic Professional uses a balanced assessment approach, including interim assessments, to establish an individual level of functioning.</p> <p>4.4 Child Find or Assessment/Diagnostic Professional provides stakeholders with assessment data and gathers additional information to ensure a comprehensive evaluation.</p> <p>4.5 Child Find or Assessment/Diagnostic Professional uses a balanced assessment approach to generate a summative assessment or evaluation report.</p>
<p>Element C: Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.</p>	
<p>Element D: Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.</p>	<p>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.</p>
<p>Element E: Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.</p>	<p>4.6 Child Find or Assessment/Diagnostic Professional uses assessment practices sensitive to cultural and linguistic diversity.</p>
<p>Element F: Special Services Providers model and promote effective communication.</p>	<p>2.4 Child Find or Assessment/Diagnostic Professional differentiates communication with families based on the individual needs of the student.</p>

	5.4 Child Find or Assessment/Diagnostic Professional differentiates communication with providers depending on assessment process/outcome.
Quality Standard IV Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.	Standard 2 – PROFESSIONALISM: Child Find or Assessment/Diagnostic Professional demonstrates professional growth and development, leadership, and professionalism.
Element A: Special Services Providers demonstrate high standards for ethical and professional conduct.	2.5 Child Find or Assessment/Diagnostic Professional demonstrates professional and ethical conduct including following all laws, district policies and school procedures.
Element B: Special Services Providers link professional growth to their professional goals.	2.2 Child Find or Assessment/Diagnostic Professional creates a professional growth plan that is aligned to Counselor goals and building initiatives, and district priorities. 2.3 Child Find or Assessment/Diagnostic Professional demonstrates application of professional learning to practice.
Element C: Special Services Providers respond to a complex, dynamic environment.	5.2 Child Find or Assessment/Diagnostic Professional demonstrates effective facilitation skills for sharing assessment data. 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.
Element D: Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.	2.1 Child Find or Assessment/Diagnostic Professional works collaboratively with colleagues for the benefit of students.

****NOTE:** This crosswalk is NOT shared with CDE as the job code for Child Find Assessment Diagnostic Professionals is not a teacher code. This job does not require a state mandated educator evaluation.

CDE SSP Rubric - Counselor 2019-2020	DCSD CITE Rubric - Child Find Assessment Diagnostic Professional SLP/OT 2021-2022
<p>Quality Standard I Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.</p>	<p>Standard 3- OUTCOMES: Child Find or Assessment/Diagnostic Professional supports children’s individual progress.</p>
<p>Element A: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district’s organized plans of instruction and the individual needs of their students.</p>	<p>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.</p> <p>3.4 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 access to the Colorado Academic Standards and the Colorado Essential Skills.</p>
<p>Element B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning</p>	<p>3.5 Child Find or Assessment/Diagnostic Professional uses critical thinking to interpret child’s assessment data and family needs to facilitate transition into programming.</p>
<p>Element C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.</p>	<p>3.2 Child Find or Assessment/Diagnostic Professional uses critical thinking to determine eligibility for services.</p>
<p>Quality Standard II Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.</p>	<p>Standard 1- CULTURE AND CLIMATE: Child Find or Assessment/Diagnostic Professional models and collaborates with all students to create a respectful and positive culture and climate.</p>
<p>Element A: Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.</p>	<p>1.1 Child Find or Assessment/Diagnostic Professional creates an environment that is safe.</p> <p>1.2 Child Find or Assessment/Diagnostic Professional uses a variety of strategies to construct, understand and restore relationships in the learning environment that promotes emotional safety, personal safety, and inclusivity.</p> <p>1.5 Child Find or Assessment/Diagnostic Professional creates a well-managed,</p>

	student-centered learning environment with established routines and procedures.
Element B: Special Services Providers understand and respond to diversity within the home, school, and community.	1.3 Child Find or Assessment/Diagnostic Professional establishes an environment that honors diversity and inclusivity.
Element C: Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.	<p>1.3 Child Find or Assessment/Diagnostic Professional establishes an environment that honors diversity and inclusivity.</p> <p>1.4 Child Find or Assessment/Diagnostic Professional models and establishes positive relationships with all students.</p> <p>5.3 Child Find or Assessment/Diagnostic Professional differentiates communication with families depending on assessment process/outcome.</p> <p>4.6 Child Find or Assessment/Diagnostic Professional uses assessment practices sensitive to cultural and linguistic diversity.</p>
Element D: Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.	<p>2.1 Child Find or Assessment/Diagnostic Professional works collaboratively with colleagues for the benefit of students.</p> <p>2.4 Child Find or Assessment/Diagnostic Professional differentiates communication with families based on the individual needs of the student.</p> <p>5.1 Child Find or Assessment/Diagnostic Professional communicates assessment information essential to a child's success to all stakeholders.</p>
Quality Standard III Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.	<p>Standard 3- OUTCOMES: Child Find or Assessment/Diagnostic Professional supports children's individual progress.</p> <p>Standard 4 - ASSESSMENT: Child Find or Assessment/Diagnostic Professional selects and uses assessments that allow children to demonstrate individual levels of functioning.</p> <p>Standard 5 – Communication: Child Find or Assessment/Diagnostic Professional communicates effectively with all stakeholders.</p>
Element A:	3.3 Child Find or Assessment/Diagnostic

<p>Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.</p>	<p>Professional uses critical thinking to interpret child’s assessment data to determine appropriate goals that support and promote access to the Colorado Academic Standards and the Colorado Essential Skills.</p> <p>5.5 Child Find or Assessment/Diagnostic Professional demonstrates content-area expertise while communicating with stakeholders.</p>
<p>Element B: Special Services Providers utilize formal and informal assessments to inform planning and service delivery.</p>	<p>4.1 Child Find or Assessment/Diagnostic Professional collaboratively plans a comprehensive assessment to establish an individual level of functioning.</p> <p>4.2 Child Find or Assessment/Diagnostic Professional uses a balanced assessment approach, including formative assessments, to establish an individual level of functioning.</p> <p>4.3 Child Find or Assessment/Diagnostic Professional uses a balanced assessment approach, including interim assessments, to establish an individual level of functioning.</p> <p>4.4 Child Find or Assessment/Diagnostic Professional provides stakeholders with assessment data and gathers additional information to ensure a comprehensive evaluation.</p> <p>4.5 Child Find or Assessment/Diagnostic Professional uses a balanced assessment approach to generate a summative assessment or evaluation report.</p>
<p>Element C: Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.</p>	
<p>Element D: Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.</p>	<p>3.3 Child Find or Assessment/Diagnostic Professional uses critical thinking to interpret child’s assessment data to determine appropriate goals that support and promote access to the Colorado Academic Standards and the Colorado Essential Skills.</p> <p>3.4 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</p>

	access to the Colorado Academic Standards and the Colorado Essential Skills.
Element E: Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.	4.6 Child Find or Assessment/Diagnostic Professional uses assessment practices sensitive to cultural and linguistic diversity.
Element F: Special Services Providers model and promote effective communication.	2.4 Child Find or Assessment/Diagnostic Professional differentiates communication with families based on the individual needs of the student. 5.4 Child Find or Assessment/Diagnostic Professional differentiates communication with providers depending on assessment process/outcome.
Quality Standard IV Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.	Standard 2 – PROFESSIONALISM: Child Find or Assessment/Diagnostic Professional demonstrates professional growth and development, leadership, and professionalism.
Element A: Special Services Providers demonstrate high standards for ethical and professional conduct.	2.5 Child Find or Assessment/Diagnostic Professional demonstrates professional and ethical conduct including following all laws, district policies and school procedures.
Element B: Special Services Providers link professional growth to their professional goals.	2.2 Child Find or Assessment/Diagnostic Professional creates a professional growth plan that is aligned to Counselor goals and building initiatives, and district priorities. 2.3 Child Find or Assessment/Diagnostic Professional demonstrates application of professional learning to practice.
Element C: Special Services Providers respond to a complex, dynamic environment.	5.2 Child Find or Assessment/Diagnostic Professional demonstrates effective facilitation skills for sharing assessment data. 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.
Element D: Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.	2.1 Child Find or Assessment/Diagnostic Professional works collaboratively with colleagues for the benefit of students.

****NOTE:** This crosswalk is NOT shared with CDE as the job code for Child Find Assessment Diagnostic Professionals is not a teacher code. This job does not require a state mandated educator evaluation.

CDE SSP Rubric - Counselor 2019-2020	DCSD CITE Rubric - Child Find Assessment Diagnostic Professional Psychologist 2021-2022
<p>Quality Standard I Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.</p>	<p>Standard 3- OUTCOMES: Child Find or Assessment/Diagnostic Professional supports children’s individual progress.</p>
<p>Element A: Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district’s organized plans of instruction and the individual needs of their students.</p>	<p>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.</p> <p>3.4 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 access to the Colorado Academic Standards and the Colorado Essential Skills.</p>
<p>Element B: Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning</p>	<p>3.5 Child Find or Assessment/Diagnostic Professional uses critical thinking to interpret child’s assessment data and family needs to facilitate transition into programming.</p>
<p>Element C: Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.</p>	<p>3.2 Child Find or Assessment/Diagnostic Professional uses critical thinking to determine eligibility for services.</p>
<p>Quality Standard II Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.</p>	<p>Standard 1- CULTURE AND CLIMATE: Child Find or Assessment/Diagnostic Professional models and collaborates with all students to create a respectful and positive culture and climate.</p>
<p>Element A: Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.</p>	<p>1.1 Child Find or Assessment/Diagnostic Professional creates an environment that is safe.</p> <p>1.2 Child Find or Assessment/Diagnostic Professional uses a variety of strategies to construct, understand and restore relationships in the learning environment that promotes emotional safety, personal safety, and inclusivity.</p> <p>1.5 Child Find or Assessment/Diagnostic Professional creates a well-managed,</p>

	student-centered learning environment with established routines and procedures.
Element B: Special Services Providers understand and respond to diversity within the home, school, and community.	1.3 Child Find or Assessment/Diagnostic Professional establishes an environment that honors diversity and inclusivity.
Element C: Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.	1.3 Child Find or Assessment/Diagnostic Professional establishes an environment that honors diversity and inclusivity. 1.4 Child Find or Assessment/Diagnostic Professional models and establishes positive relationships with all students. 5.3 Child Find or Assessment/Diagnostic Professional differentiates communication with families depending on assessment process/outcome. 4.6 Child Find or Assessment/Diagnostic Professional uses assessment practices sensitive to cultural and linguistic diversity.
Element D: Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.	2.1 Child Find or Assessment/Diagnostic Professional works collaboratively with colleagues for the benefit of students. 2.4 Child Find or Assessment/Diagnostic Professional differentiates communication with families based on the individual needs of the student. 5.1 Child Find or Assessment/Diagnostic Professional communicates assessment information essential to a child's success to all stakeholders.
Quality Standard III Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.	Standard 3- OUTCOMES: Child Find or Assessment/Diagnostic Professional supports children's individual progress. Standard 4 - ASSESSMENT: Child Find or Assessment/Diagnostic Professional selects and uses assessments that allow children to demonstrate individual levels of functioning. Standard 5 – Communication: Child Find or Assessment/Diagnostic Professional communicates effectively with all stakeholders.
Element A:	3.3 Child Find or Assessment/Diagnostic

<p>Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.</p>	<p>Professional uses critical thinking to interpret child’s assessment data to determine appropriate goals that support and promote access to the Colorado Academic Standards and the Colorado Essential Skills.</p> <p>5.5 Child Find or Assessment/Diagnostic Professional demonstrates content-area expertise while communicating with stakeholders.</p>
<p>Element B: Special Services Providers utilize formal and informal assessments to inform planning and service delivery.</p>	<p>4.1 Child Find or Assessment/Diagnostic Professional collaboratively plans a comprehensive assessment to establish an individual level of functioning.</p> <p>4.2 Child Find or Assessment/Diagnostic Professional uses a balanced assessment approach, including formative assessments, to establish an individual level of functioning.</p> <p>4.3 Child Find or Assessment/Diagnostic Professional uses a balanced assessment approach, including interim assessments, to establish an individual level of functioning.</p> <p>4.4 Child Find or Assessment/Diagnostic Professional provides stakeholders with assessment data and gathers additional information to ensure a comprehensive evaluation.</p> <p>4.5 Child Find or Assessment/Diagnostic Professional uses a balanced assessment approach to generate a summative assessment or evaluation report.</p>
<p>Element C: Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.</p>	
<p>Element D: Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.</p>	<p>3.3 Child Find or Assessment/Diagnostic Professional uses critical thinking to interpret child’s assessment data to determine appropriate goals that support and promote access to the GVC including the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).</p> <p>3.4 Child Find or Assessment/Diagnostic Professional uses critical thinking to interpret child’s assessment data to determine appropriate</p>

	<p>services that support and promote access to the GVC including the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).</p>
<p>Element E: Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.</p>	<p>4.6 Child Find or Assessment/Diagnostic Professional uses assessment practices sensitive to cultural and linguistic diversity.</p>
<p>Element F: Special Services Providers model and promote effective communication.</p>	<p>2.4 Child Find or Assessment/Diagnostic Professional differentiates communication with families based on the individual needs of the student.</p> <p>5.4 Child Find or Assessment/Diagnostic Professional differentiates communication with providers depending on assessment process/outcome.</p>
<p>Quality Standard IV Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.</p>	<p>Standard 2 – PROFESSIONALISM: Child Find or Assessment/Diagnostic Professional demonstrates professional growth and development, leadership, and professionalism.</p>
<p>Element A: Special Services Providers demonstrate high standards for ethical and professional conduct.</p>	<p>2.5 Child Find or Assessment/Diagnostic Professional demonstrates professional and ethical conduct including following all laws, district policies and school procedures.</p>
<p>Element B: Special Services Providers link professional growth to their professional goals.</p>	<p>2.2 Child Find or Assessment/Diagnostic Professional creates a professional growth plan that is aligned to Counselor goals and building initiatives, and district priorities.</p> <p>2.3 Child Find or Assessment/Diagnostic Professional demonstrates application of professional learning to practice.</p>
<p>Element C: Special Services Providers respond to a complex, dynamic environment.</p>	<p>5.2 Child Find or Assessment/Diagnostic Professional demonstrates effective facilitation skills for sharing assessment data.</p> <p>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.</p>
<p>Element D: Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.</p>	<p>2.1 Child Find or Assessment/Diagnostic Professional works collaboratively with colleagues for the benefit of students.</p>

CDE State Rubric	DCSD CITE Rubric - Elementary Digital Librarian 2021-2022
<p>Quality Standard I Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).</p>	<p>Standard 3 – LEARNING COMMONS AND DIGITAL LITERACY LEADERSHIP: Digital Librarian leads the Library program and is a leader for the integration of digital learning aligned to instructional outcomes.</p> <p>Standard 4 – ASSESSMENT: Digital Librarian develops teacher expertise to identify assessments that require students to demonstrate the GVC.</p> <p>Standard 5 – INSTRUCTION: Digital Librarian collaborates with administration and teachers to create learning opportunities for students to master learning standards.</p>
<p>Element A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction.</p>	<p>3.1 Digital Librarian ensures a variety of programming aligned to instructional outcomes.</p> <p>5.1 Digital Librarian facilitates learning opportunities to develop and demonstrate expertise to locate, select, evaluate, synthesize relevant sources of information and create new knowledge.</p>
<p>Element B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.</p>	<p>3.2 Digital Librarian develops teacher expertise to purposely plan for the integration of technology and information literacy into content.</p> <p>3.8 Digital Librarian promotes reading using print and digital media.</p>
<p>Element C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.</p>	<p>5.1 Digital Librarian facilitates learning opportunities to develop and demonstrate expertise to locate, select, evaluate, synthesize relevant sources of information and create new knowledge.</p>
<p>Quality Standard II Digital Librarians establish a safe, inclusive and respectful learning environment for a diverse population of students.</p>	<p>Standard 1- CULTURE AND CLIMATE: Digital Librarian models and collaborates with all students to create a respectful and positive culture and climate.</p>
<p>Element A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.</p>	<p>1.1 Digital Librarian creates an environment that is safe.</p> <p>1.2 Digital Librarian uses a variety of strategies to construct, understand, and restore relationships in the classroom that</p>

	<p>promote emotional safety and inclusivity.</p> <p>1.4 Digital Librarian models and establishes positive relationships with all students.</p> <p>1.5 Digital Librarian creates a well-managed, student-centered learning environment with established routines and procedures.</p>
Element B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.	1.3 Digital Librarian establishes an environment that honors diversity.
Element C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.	5.6 Digital Librarian facilitates differentiated learning opportunities for all students.
Element D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.	<p>2.4 Digital Librarian differentiates communication with families based on the individual needs of the student.</p> <p>4.1 Digital Librarian collaborates with classroom teachers to develop/identify assessments that measure student growth.</p>
<p>Quality Standard III</p> <p>Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.</p>	<p>Standard 3 – LEARNING COMMONS AND DIGITAL LITERACY LEADERSHIP: Digital Librarian leads the Library program and is a leader for the integration of digital learning aligned to instructional outcomes.</p> <p>Standard 4 – ASSESSMENT: Digital Librarian develops teacher expertise to identify assessments that require students to demonstrate the GVC.</p> <p>Standard 5 – INSTRUCTION: Digital Librarian collaborates with administration and teachers to create learning opportunities for students to master learning standards.</p>
Element A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.	2.1 Digital Librarian works collaboratively with colleagues for the benefit of students.
Element B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.	<p>4.1 Digital Librarian collaborates with classroom teachers to develop/identify assessments that measure student growth.</p> <p>4.2 Digital Librarian collaborates with classroom teachers to develop/identify</p>

	<p>assessments that require students to demonstrate mastery of content.</p> <p>4.3 Digital Librarian collaborates and develops teacher expertise to develop/identify assessments that require students to demonstrate the Colorado Essential Skills.</p>
<p>Element C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.</p>	<p>3.2 Digital Librarian develops teacher expertise to purposely plan for the integration of technology and information literacy into content.</p> <p>5.2 Digital Librarian facilitates learning opportunities to develop and demonstrate expertise to master information literacy content to include the ethical use of information and development of digital citizenship skills.</p>
<p>Element D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.</p>	<p>3.3 Digital Librarian develops teacher expertise to purposefully plan the integration of the Colorado Essential Skills, where authentic.</p> <p>5.3 Digital Librarian facilitates learning opportunities to develop the Colorado Essential Skills.</p>
<p>Element E: Teachers provide students with opportunities to work in teams and develop leadership.</p>	<p>3.3 Digital Librarian develops teacher expertise to purposefully plan the integration of the Colorado Essential Skills, where authentic.</p> <p>5.3 Digital Librarian facilitates learning opportunities to develop the Colorado Essential Skills.</p>
<p>Element F: Teachers model and promote effective communication.</p>	<p>5.5 Digital Librarian collaborates and develops teacher expertise to provide learning opportunities for all students to use technology Tools.</p>
<p>Quality Standard IV Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.</p>	<p>Standard 2 – PROFESSIONALISM: Digital Librarian demonstrates professional growth and development, leadership, and professionalism.</p>
<p>Element A: Teachers demonstrate high standards for professional conduct.</p>	<p>2.5 Digital Librarian demonstrates professional and ethical conduct including following all laws, district policies and school procedures.</p>
<p>Element B: Teachers link professional growth to their professional goals.</p>	<p>2.2 Digital Librarian creates a professional growth plan that is aligned to teacher goals, building initiatives, and district priorities.</p>

	<p>2.3 Digital Librarian demonstrates application of professional learning to practice.</p>
<p>Element C: Teachers respond to a complex, dynamic environment.</p>	<p>5.6 Digital Librarian facilitates differentiated learning opportunities for all students.</p>
<p>Element D: Teachers demonstrate leadership in the school, the community, and the teaching profession.</p>	<p>2.1 Digital Librarian works collaboratively with colleagues for the benefit of students.</p> <p>3.5 Digital Librarian aligns the library and technology goals with department, level, school, and district goals.</p> <p>3.6 Digital Librarian provides leadership and expertise in the development of the library's collection, resources, and technology.</p> <p>3.7 Digital Librarian prepares and administers the library budget, including general and categorical funds, to support specific program goals.</p>

CDE State Rubric	DCSD CITE Rubric - IEP and Assessment Specialist (IAS) 2021-2022
<p>Quality Standard I</p> <p>Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).</p>	<p>Standard 3- OUTCOMES: IEP and Assessment Specialist (IAS) purposefully plans assessments and supports differentiated instruction affording students access to the GVC.</p> <p>Standard 5 - IMPLEMENTATION AND COMMUNICATION: IEP and Assessment Specialist (IAS) professional facilitates the IEP process and communicates effectively with all stakeholders.</p>
<p>Element A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.</p>	<p>3.2 IAS purposefully plans (and/or collaborates to purposefully plan) for students to access World Class Outcomes.</p> <p>5.1 IAS develops a comprehensive IEP that affords students access to the GVC.</p>
<p>Element B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.</p>	<p>3.2 IAS purposefully plans (and/or collaborates to purposefully plan) for students to access World Class Outcomes.</p> <p>4.1 IAS conducts and facilitates a comprehensive assessment to develop an IEP that affords student access to the GVC.</p> <p>5.1 IAS develops a comprehensive IEP that affords students access to the GVC.</p>
<p>Element C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.</p>	<p>5.7 IAS applies expertise in special education while consulting with stakeholders to support student access to the GVC.</p>
<p>Quality Standard II</p> <p>Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.</p>	<p>Standard 1- CULTURE AND CLIMATE: Teacher models and collaborates with all students to create a respectful and positive culture and climate.</p>
<p>Element A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.</p>	<p>1.1 Teacher creates an environment that is safe.</p> <p>1.2 Teacher uses a variety of strategies to construct, understand, and restore relationships in the classroom that promote emotional safety and inclusivity.</p>

	<p>1.4 Teacher models and establishes positive relationships with all students.</p> <p>1.5 Teacher creates a well-managed, student-centered learning environment with established routines and procedures.</p>
<p>Element B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.</p>	<p>1.3 Teacher establishes an environment that honors diversity.</p>
<p>Element C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.</p>	<p>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.</p> <p>5.1 IAS develops a comprehensive IEP that affords students access to the GVC.</p> <p>5.6 IAS proactively communicates and engages with students throughout the IEP process to identify and address student, family, and staff needs.</p>
<p>Element D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.</p>	<p>2.4 Teacher differentiates communication with families based on the individual needs of the student.</p> <p>5.4 IAS proactively communicates and engages with families throughout the IEP process to identify and address student, family, and staff needs.</p> <p>5.5 IAS proactively communicates and engages with the multidisciplinary team throughout the IEP process to identify and address student, family, and staff needs.</p>
<p>Quality Standard III Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.</p>	<p>Standard 3- OUTCOMES: IEP and Assessment Specialist (IAS) purposefully plans assessments and supports differentiated instruction affording students access to the GVC.</p> <p>Standard 4 - ASSESSMENT: IEP and Assessment Specialist (IAS) uses and supports a balanced assessment system that enables student access to the GVC.</p> <p>Standard 5 - IMPLEMENTATION AND COMMUNICATION: IEP and Assessment Specialist (IAS) professional facilitates the IEP process and communicates effectively with all stakeholders.</p>

<p>Element A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.</p>	<p>2.1 Teacher works collaboratively with colleagues for the benefit of students.</p> <p>3.2 IAS purposefully plans (and/or collaborates to purposefully plan) for students to access World Class Outcomes.</p>
<p>Element B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.</p>	<p>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.</p> <p>3.6 IAS evaluates balanced assessment data to purposefully plan (and/or collaborates to purposefully plan) IEP assessments and for differentiation.</p> <p>4.2 IAS synthesizes IEP assessment data allowing teachers and service providers to assess student demonstration of expertise of World Class Outcomes.</p> <p>4.3 IAS synthesizes IEP assessment data allowing teachers and service providers to assess student demonstration of expertise of content.</p> <p>4.4 IAS synthesizes IEP assessment data allowing teachers and service providers to assess student demonstration of the Colorado Essential Skills.</p>
<p>Element C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.</p>	<p>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.</p> <p>3.4 IAS purposefully plans (and/or collaborates to purposefully plan) for students to access the Colorado Essential Skills.</p>
<p>Element D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.</p>	<p>3.4 IAS purposefully plans (and/or collaborates to purposefully plan) for students to access the Colorado Essential Skills.</p>
<p>Element E: Teachers provide students with opportunities to work in teams and develop leadership.</p>	<p>3.4 IAS purposefully plans (and/or collaborates to purposefully plan) for students to access the Colorado Essential Skills.</p>
<p>Element F: Teachers model and promote effective communication.</p>	<p>4.6 IAS provides all members of the multidisciplinary team with quality feedback.</p>

	(Feedback that is specific, timely, personalized and actionable) throughout the IEP process.
Quality Standard IV Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.	Standard 2 – PROFESSIONALISM: Teacher demonstrates professional growth and development, leadership, and professionalism.
Element A: Teachers demonstrate high standards for professional conduct.	2.5 Teacher demonstrates professional and ethical conduct including following all laws, district policies and school procedures. 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. 5.3 IAS ensures all stakeholders implement the IEP with fidelity.
Element B: Teachers link professional growth to their professional goals.	2.2 Teacher creates a professional growth plan that is aligned to teacher goals, building initiatives, and district priorities. 2.3 Teacher demonstrates application of professional learning to practice.
Element C: Teachers respond to a complex, dynamic environment.	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.
Element D: Teachers demonstrate leadership in the school, the community, and the teaching profession.	2.1 Teacher works collaboratively with colleagues for the benefit of students. 5.3 IAS ensures all stakeholders implement the IEP with fidelity.

CDE State Rubric	DCSD CITE Rubric - Teacher Librarian 2021-2022
<p>Quality Standard I Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).</p>	<p>Standard 3: PROGRAMMING AND ADVOCACY: Teacher Librarian plans, implements, and advocates for comprehensive library programming aligned with school culture and community needs.</p> <p>Standard 6: INSTRUCTION: Teacher Librarian facilitates learning opportunities for students to develop information, media and technology literacy skills and master instructional outcomes.</p>
<p>Element A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.</p>	<p>3.1 Teacher Librarian aligns library and technology goals with level, department, school, and district goals.</p> <p>3.4 Teacher Librarian develops the library's collection to support comprehensive library programming.</p>
<p>Element B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.</p>	<p>3.3 Teacher Librarian promotes reading using print and digital media.</p> <p>6.3 Teacher Librarian facilitates learning opportunities for students to develop technology literacy skills using digital technologies to research, organize, evaluate, communicate, access, manage, integrate and create information ethically and responsibly to master instructional outcomes.</p>
<p>Element C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.</p>	<p>3.4 Teacher Librarian develops the library's collection to support comprehensive library programming.</p>
<p>Quality Standard II Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.</p>	<p>Standard 1- CULTURE AND CLIMATE: Teacher Librarian models and collaborates with all students to create a respectful and positive culture and climate.</p>
<p>Element A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.</p>	<p>1.1 Teacher Librarian creates an environment that is safe.</p> <p>1.2 Teacher Librarian uses a variety of strategies to construct, understand, and restore relationships in the classroom that</p>

	<p>promote emotional safety and inclusivity.</p> <p>1.4 Teacher Librarian models and establishes positive relationships with all students.</p> <p>1.5 Teacher Librarian creates a well-managed, student-centered learning environment with established routines and procedures.</p>
<p>Element B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.</p>	<p>1.3 Teacher Librarian establishes an environment that honors diversity.</p> <p>3.2 Teacher Librarian purposefully plans and implements a variety of programming aligned to school culture and community needs.</p>
<p>Element C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.</p>	<p>3.2 Teacher Librarian purposefully plans and implements a variety of programming aligned to school culture and community needs.</p> <p>5.3 Teacher Librarian identifies and measures appropriate student knowledge, skills and/or dispositions.</p>
<p>Element D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.</p>	<p>2.4 Teacher Librarian differentiates communication with families based on the individual needs of the student.</p>
<p>Quality Standard III Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.</p>	<p>Standard 5: PLANNING AND ASSESSMENT: Teacher Librarian collaborates with staff to purposefully plan high-quality instruction and develop/identify assessments for students to master instructional outcomes.</p> <p>Standard 6: INSTRUCTION: Teacher Librarian facilitates learning opportunities for students to develop information, media and technology literacy skills and master instructional outcomes.</p>
<p>Element A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.</p>	<p>2.1 Teacher Librarian works collaboratively with colleagues for the benefit of students.</p> <p>6.1 Teacher Librarian facilitates learning opportunities for students to develop information literacy skills of accessing, evaluating, managing and using information ethically and responsibly to master instructional outcomes.</p>

<p>Element B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.</p>	<p>4.3 Teacher Librarian models reflective practice by using data and reflection to measure implementation of goals and evaluate and refine program effectiveness.</p> <p>5.1 Teacher Librarian collaborates with staff to purposefully plan high-quality instruction that meaningfully integrates information, media and technology skills into instruction.</p> <p>5.3 Teacher Librarian identifies and measures appropriate student knowledge, skills and/or dispositions.</p>
<p>Element C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.</p>	<p>3.6 Teacher Librarian advocates for the integration of information, media and technology literacy skills into content.</p> <p>6.3 Teacher Librarian facilitates learning opportunities for students to develop technology literacy skills using digital technologies to research, organize, evaluate, communicate, access, manage, integrate and create information ethically and responsibly to master instructional outcomes.</p>
<p>Element D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.</p>	<p>4.2 Teacher Librarian models instructional leadership and lifelong learning to foster risk-taking, critical thinking, and innovation to improve instruction.</p> <p>5.2 Teacher Librarian collaborates with staff to purposefully plan for the integration of the Colorado Essential Skills into instruction.</p> <p>6.2 Teacher Librarian facilitates learning opportunities for students to develop media literacy skills of analyzing, evaluating, and creating media ethically and responsibly to master instructional outcomes.</p>
<p>Element E: Teachers provide students with opportunities to work in teams and develop leadership.</p>	<p>5.2 Teacher Librarian collaborates with staff to purposefully plan for the integration of the Colorado Essential Skills into instruction.</p>
<p>Element F: Teachers model and promote effective</p>	<p>5.2 Teacher Librarian collaborates with staff to</p>

<p>communication.</p>	<p>purposefully plan for the integration of the Colorado Essential Skills into instruction.</p> <p>6.4 Teacher Librarian facilitates learning opportunities for students to develop the Colorado Essential Skills.</p>
<p>Quality Standard IV Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.</p>	<p>Standard 2 – PROFESSIONALISM: Teacher Librarian demonstrates professional growth and development, leadership, and professionalism.</p> <p>Standard 4: COACHING AND LEADERSHIP: Teacher Librarian partners with staff and models instructional leadership and reflective practice to improve instruction and encourage a growth mindset.</p>
<p>Element A: Teachers demonstrate high standards for professional conduct.</p>	<p>2.5 Teacher Librarian demonstrates professional and ethical conduct including following all laws, district policies and school procedures.</p>
<p>Element B: Teachers link professional growth to their professional goals.</p>	<p>2.2 Teacher Librarian creates a professional growth plan that is aligned to teacher goals, building initiatives, and district priorities.</p> <p>2.3 Teacher Librarian demonstrates application of professional learning to practice.</p>
<p>Element C: Teachers respond to a complex, dynamic environment.</p>	<p>6.3 Teacher Librarian facilitates learning opportunities for students to develop technology literacy skills using digital technologies to research, organize, evaluate, communicate, access, manage, integrate and create information ethically and responsibly to master instructional outcomes.</p>
<p>Element D: Teachers demonstrate leadership in the school, the community, and the teaching profession.</p>	<p>2.1 Teacher Librarian works collaboratively with colleagues for the benefit of students.</p> <p>3.5 Teacher Librarian develops and manages the library budget to support programming needs and goals.</p> <p>4.1 Teacher Librarian partners with staff to foster teacher confidence with information, media and technology literacy skills and encourage a growth mindset.</p>

CDE State Rubric	DCSD CITE Rubric - Technology Teacher (Specialist) 2021-2022
<p>Quality Standard I Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).</p>	<p>Standard 3 – OUTCOMES: Technology Teacher purposefully plans and implements comprehensive technology integration to address the GVC.</p> <p>Standard 5 – INSTRUCTION: Technology Teacher facilitates learning opportunities for students to demonstrate expertise of the GVC.</p>
<p>Element A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction.</p>	<p>3.1 Technology Teacher collaboratively plans with students and teachers for the integration of digital resources and tools that are aligned to World Class Outcomes.</p>
<p>Element B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.</p>	<p>3.2 Technology Teacher collaborates with staff to purposefully plan for the integration of technology with content.</p>
<p>Element C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.</p>	<p>5.1 Technology Teacher facilitates learning opportunities that require students to use higher level thinking skills to locate, select, evaluate and synthesize relevant sources of information and create new knowledge to learn and demonstrate expertise of the World Class Outcomes.</p>
<p>Quality Standard II Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.</p>	<p>Standard 1- CULTURE AND CLIMATE: Technology Teacher models and collaborates with all students to create a respectful and positive culture and climate.</p>
<p>Element A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.</p>	<p>1.1 Technology Teacher creates an environment that is safe.</p> <p>1.2 Technology Teacher uses a variety of strategies to construct, understand, and restore relationships in the classroom that promote emotional safety and inclusivity.</p> <p>1.4 Technology Teacher models and establishes positive relationships with all students.</p> <p>1.5 Technology Teacher creates a well-managed, student-centered learning environment with established routines and procedures.</p>
<p>Element B: Teachers demonstrate an awareness of,</p>	<p>1.3 Technology Teacher establishes an</p>

<p>a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.</p>	<p>environment that honors diversity.</p>
<p>Element C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.</p>	<p>5.6 Technology Teacher facilitates differentiated learning opportunities for all students and staff.</p>
<p>Element D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.</p>	<p>2.4 Technology Teacher differentiates communication with families based on the individual needs of the student.</p> <p>5.7 Technology Teacher facilitates learning opportunities that engage all students in sustainable learning opportunities through voice and choice, for students to demonstrate expertise of the GVC.</p>
<p>Quality Standard III Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.</p>	<p>Standard 3 – OUTCOMES: Technology Teacher purposefully plans and implements comprehensive technology integration to address the GVC.</p> <p>Standard 4 – ASSESSMENT: Technology Teacher develops/identifies assessments that require students to demonstrate the GVC .</p> <p>Standard 5 – INSTRUCTION: Technology Teacher facilitates learning opportunities for students to demonstrate expertise of the GVC.</p>
<p>Element A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.</p>	<p>2.1 Technology Teacher works collaboratively with colleagues for the benefit of students.</p>
<p>Element B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.</p>	<p>4.1 Technology Teacher collaborates with classroom teachers to develop/identify assessments that measure World Class Outcomes .</p> <p>4.2 Technology Teacher develops/identifies assessments that require students to demonstrate expertise of content.</p> <p>4.3 Technology Teacher collaborates with classroom teachers to develop/identify assessments to demonstrate the Colorado Essential Skills.</p>
<p>Element C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.</p>	<p>3.2 Technology Teacher collaborates with staff to purposefully plan for the integration of technology with content.</p> <p>5.2 Technology Teacher facilitates learning opportunities for students to develop digital citizenship skills and use technology ethically when communicating online.</p>

	5.5 Technology Teacher facilitates learning opportunities for all students and staff to use World Class Tools to demonstrate expertise of the GVC.
Element D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.	3.3 Technology Teacher collaborates with staff to purposefully plan for the integration of the Colorado Essential Skills, where appropriate. 5.3 Technology Teacher facilitates learning opportunities for students to develop and use the Colorado Essential Skills.
Element E: Teachers provide students with opportunities to work in teams and develop leadership.	3.3 Technology Teacher collaborates with staff to purposefully plan for the integration of the Colorado Essential Skills, where appropriate.
Element F: Teachers model and promote effective communication.	3.3 Technology Teacher collaborates with staff to purposefully plan for the integration of the Colorado Essential Skills, where appropriate.
Quality Standard IV Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.	Standard 2 – PROFESSIONALISM: Technology Teacher demonstrates professional growth and development, leadership, and professionalism.
Element A: Teachers demonstrate high standards for professional conduct.	2.5 Technology Teacher demonstrates professional and ethical conduct including following all laws, district policies and school procedures.
Element B: Teachers link professional growth to their professional goals.	2.2 Technology Teacher creates a professional growth plan that is aligned to teacher goals, building initiatives, and district priorities. 2.3 Teacher demonstrates application of professional learning to practice.
Element C: Teachers respond to a complex, dynamic environment.	5.1 Technology Teacher facilitates learning opportunities that require students to use higher level thinking skills to locate, select, evaluate and synthesize relevant sources of information and create new knowledge to learn and demonstrate expertise of the World Class Outcomes.
Element D: Teachers demonstrate leadership in the school, the community, and the teaching profession.	2.1 Technology Teacher works collaboratively with colleagues for the benefit of students. 3.5 Technology Teacher supports school's strategic technology plan.