

Continuous Improvement of Teacher Effectiveness (CITE)

2021–2022 CITE Technology Teacher (Specialist) Rubric

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

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

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

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

The Teacher:

Standard 2 – PROFESSIONALISM: Technology Teacher demonstrates professional growth and development, leadership, and professionalism.

2.1 Technology Teacher works collaboratively with colleagues for the benefit of students.

1: Technology Teacher inconsistently attends required meetings and/or participates in a manner that lacks respect and/or productivity.	2: Technology Teacher participates in a respectful and productive manner in required meetings.	3: Technology Teacher participates on collaborative teams that include all colleagues, as appropriate, who support students to provide high-quality, integrated wrap-around support.	4: Technology Teacher creates/leads and actively contributes to collaborative teams that include all colleagues, as appropriate, who support students to provide high-quality, integrated wrap-around support.
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2.2 Technology Teacher creates a professional growth plan that is aligned to Technology Teacher goals, building initiatives, and district priorities.			
1: Technology Teacher does not create a growth plan or creates a professional growth plan unrelated to the school UIP and/or school goals.	2: Technology Teacher creates a professional growth plan that is related to the school UIP and/or school goals.	3: Technology Teacher reflects on professional growth plan and generates action steps.	4: Technology Teacher considers student needs and feedback while actively reflecting on professional growth plan and generating action steps.
2.3 Technology Teacher demonstrates application of professional learning to practice.			
1: Technology Teacher inconsistently participates in school-based professional development; minimal attempts are made to implement new learning into classroom practice.	2: Technology Teacher participates in required school-based professional development and/or makes minimal attempts to implement new learning into classroom practice.	3: Technology Teacher actively participates in required school-based professional development and implements new learning while monitoring impact on professional practice.	4: Technology Teacher pursues learning beyond school-based opportunities. Technology Teacher monitors the impact of professional development through data collection and reflection and actively refines practice. Technology Teacher promotes a culture of continuous learning with colleagues.
2.4 Technology Teacher differentiates communication with families based on the individual needs of the student.			
1: Technology Teacher inconsistently communicates with families.	2: Technology Teacher consistently communicates with families to help students meet education goals.	3: Technology Teacher fosters an open relationship with families and differentiates communication that includes a variety of methods, formats and timelines to maintain the home-school connection.	4: Technology Teacher proactively coordinates information and resources with, to and from families and other supports as appropriate.
2.5 Technology Teacher demonstrates professional and ethical conduct including following all laws, district policies and school procedures.			
1: Technology Teacher does not meet legal and school/district expectations.	2: Technology Teacher is compliant with legal and school/district expectations.	3: Technology Teacher demonstrates professional behavior within the building and throughout the district and community.	4: Technology Teacher promotes and models professional behavior within the building, with colleagues, and throughout the district and community.
The Teaching			
Standard 3 – OUTCOMES: Technology Teacher purposefully plans and implements comprehensive technology integration to address the GVC.			
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.			
1: Technology Teacher rarely plans technology opportunities.	2: Technology Teacher plans some technology and opportunities to students and staff.	3: Technology Teacher consistently plans for students, staff, and stakeholders to offer a variety of technology tools and resources for	4: Technology Teacher consistently collaborates and purposefully plans with the students, staff, and stakeholders to provide a wide variety

		students to demonstrate expertise of all World Class Outcomes.	of technology tools and resources for students to demonstrate expertise of all World Class Outcomes.
3.2 Technology Teacher collaborates with staff to purposefully plan for the integration of technology with content.			
1: Technology Teacher does not collaborate with staff to integrate technology into content.	2: Technology Teacher is available to staff to assist in integrating technology into content from multiple disciplines.	3: Technology Teacher consistently seeks opportunities to collaborate with staff to select and integrate technology into content from multiple disciplines.	4: Technology Teacher collaborates with staff to consistently select and integrate technology into content from multiple disciplines.
3.3 Technology Teacher collaborates with staff to purposefully plan for the integration of the Colorado Essential Skills, where appropriate.			
1: Technology Teacher rarely integrates the Colorado Essential Skills.	2: Technology Teacher is available to staff to recommend the Colorado Essential Skills.	3: Technology Teacher consistently seeks opportunities to collaborate with staff to integrate the Colorado Essential Skills.	4: Technology Teacher consistently collaborates with staff to integrate the Colorado Essential Skills.
3.4 Technology Teacher collaborates with staff to purposefully plan for the integration of 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where appropriate:			
1: Technology Teacher is rarely available to staff to help integrate 21 st Century Skills. (Refer to 21 st Century Skills rubrics.)	2: Technology Teacher is available to staff to recommend 21 st Century Skills. (Refer to 21 st Century Skills rubrics.)	3: Technology Teacher seeks opportunities to collaborate with staff to integrate 21 st Century Skills. (Refer to 21 st Century Skills rubrics.)	4: Technology Teacher consistently collaborates with staff to integrate 21 st Century Skills. (Refer to 21 st Century Skills rubrics.)
3.5 Technology Teacher supports school's strategic technology plan.			
1: Technology Teacher does not participate in the strategic technology plan.	2: Technology Teacher understands how the strategic technology plan is aligned with the school goals and mission.	3: Technology Teacher implements the school strategic technology plan with guidance from school administration and district technology leadership.	4: Technology Teacher takes an active role in and consistently collaborates with school administration and district technology leadership to develop and coordinate the school strategic technology plan.
Standard 4 – ASSESSMENT: Technology Teacher develops/identifies assessments that require students to demonstrate the GVC .			
4.1 Technology Teacher collaborates with classroom teachers to develop/identify assessments that measure World Class Outcomes .			
1: Technology Teacher rarely seeks opportunities to collaborate with teachers to identify/develop assessments.	2: Technology Teacher cooperates with teachers to develop/identify assessments that require students to demonstrate expertise of World Class Outcomes.	3: Technology Teacher seeks opportunities to collaborate with teachers to develop/identify assessments that require students to demonstrate expertise of World Class Outcomes.	4: Technology Teacher collaborates with and consistently plans with teachers to develop/identify assessments that require students to demonstrate expertise of World Class Outcomes.
4.2 Technology Teacher develops/identifies assessments that require students to demonstrate expertise of content.			

1: Technology Teacher rarely requires students to demonstrate expertise of content.	2: Technology Teacher develops/identifies assessments that require students to demonstrate expertise of content.	3: Technology Teacher consistently develops/identifies quality assessments that require students to demonstrate expertise of content.	4: Technology Teacher collaborates with students to consistently develop/identify quality assessments that require students to demonstrate expertise of content.
4.3 Technology Teacher collaborates with classroom teachers to develop/identify assessments to demonstrate the Colorado Essential Skills.			
1: Technology Teacher rarely creates assessments that demonstrate the Colorado Essential Skills.	2: Technology Teacher cooperates with teachers to develop/identify assessments that require students to demonstrate the Colorado Essential Skills.	3: Technology Teacher seeks opportunities to collaborate with teachers to develop/identify quality assessments that require students to demonstrate the Colorado Essential Skills.	4: Technology Teacher collaborates with teachers to consistently develop/identify quality assessments that require students to demonstrate the Colorado Essential Skills.
4.4 Technology Teacher collaborates with classroom teachers to develop/identify assessments to demonstrate 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where appropriate:			
1: Technology Teacher rarely creates assessments that demonstrate expertise in 21st Century Skills. (Refer to 21st Century Skills rubrics.)	2: Technology Teacher cooperates with teachers to consistently develop/identify assessments that require students to demonstrate expertise in 21st Century Skills. (Refer to 21st Century Skills rubrics.)	3: Technology Teacher seeks opportunities to collaborate with teachers to consistently develop/identify assessments that require students to demonstrate expertise in 21st Century Skills. (Refer to 21st Century Skills rubrics.)	4: Technology Teacher collaborates with teachers to consistently develop/identify assessments that require students to demonstrate expertise in 21st Century Skills. (Refer to 21st Century Skills rubrics.)
Standard 5 – INSTRUCTION: Technology Teacher facilitates learning opportunities for students to demonstrate expertise of the GVC.			
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.			
1: Technology Teacher does not implement opportunities for students to research, and/or students have limited opportunity to demonstrate new knowledge.	2: Technology Teacher implements learning opportunities that require students to know, understand, and apply research skills.	3: Technology Teacher consistently implements learning opportunities to enhance students' abilities to locate, select, evaluate, and synthesize relevant information in order to demonstrate new knowledge to master World Class Outcomes.	4: Technology Teacher collaborates with students and consistently implements learning opportunities for students to locate, select, evaluate, and synthesize relevant information in order to personalize their learning and demonstrate new knowledge to master World Class Outcomes.
5.2 Technology Teacher facilitates learning opportunities for students to develop digital citizenship skills and use technology ethically when communicating online.			
1: Technology Teacher rarely provides instruction on online communication, ethical application of information, and digital	2: Technology Teacher provides direct instruction on online communication, ethical application of information, and digital citizenship.	3: Technology Teacher facilitates opportunities for students to consistently demonstrate expertise of online communication, ethical	4: Technology Teacher collaborates with students to facilitate multiple opportunities for students to consistently demonstrate expertise of

citizenship.		application of information, and digital citizenship.	online communication, ethical application of information, and digital citizenship (digital access, commerce, communication, literacy, etiquette, law, rights and responsibilities, health and wellness, and security).
5.3 Technology Teacher facilitates learning opportunities for students to develop and use the Colorado Essential Skills.			
1: Technology Teacher rarely implements events or activities with the Colorado Skills.	2: Technology Teacher implements opportunities for students to develop the Colorado Essential Skills.	3: Technology Teacher consistently implements opportunities for students to develop the Colorado Essential Skills.	4: Technology Teacher collaborates with students to facilitate and consistently implement differentiated opportunities for each learner to develop the Colorado Essential Skills.
5.4 Technology Teacher facilitates learning opportunities for students to develop, demonstrate expertise, and use the 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where appropriate:			
1: Technology Teacher rarely implements events or activities on 21st Century Skills. (Refer to 21st Century Skills rubrics.)	2: Technology Teacher implements learning opportunities for students to develop 21 st Century Skills. (Refer to 21st Century Skills rubrics.)	3: Technology Teacher consistently implements learning opportunities for students to develop 21 st Century Skills. (Refer to 21st Century Skills rubrics.)	4: Technology Teacher collaborates with students to facilitate and consistently implement differentiated opportunities for students to develop 21 st Century Skills. (Refer to 21st Century Skills rubrics.)
5.5 Technology Teacher facilitates learning opportunities for all students and staff to use World Class Tools to demonstrate expertise of the GVC.			
1: Technology Teacher and student and staff use of technology is limited.	2: Technology Teacher uses technology to facilitate instruction and provide opportunities for students and staff to use technology.	3: Technology Teacher consistently creates and implements opportunities for students and staff to use technology-based, world-class tools to construct their learning and demonstrate expertise of World Class Outcomes.	4: Technology Teacher collaborates with students and staff to facilitate multiple learning opportunities for learners to consistently use technology-based, world-class tools (i.e., scholarly databases, digital library, search engines, online resources, technology devices, 3D printing, robotics, coding) to construct their learning and demonstrate expertise of World Class Outcomes.
5.6 Technology Teacher facilitates differentiated learning opportunities for all students and staff.			
1: Technology Teacher rarely offers sustainable learning opportunities for all learners.	2: Technology Teacher offers students and staff sustainable learning opportunities.	3: Technology Teacher consistently offers students and staff sustainable learning opportunity to facilitate expertise of the GVC.	4: Technology Teacher collaborates with students and staff to consistently develop and personalize sustainable learning opportunities that facilitate expertise of the GVC.

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.			
1: Technology Teacher rarely creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to demonstrate expertise of the GVC.	2: Technology Teacher creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to demonstrate expertise of the GVC.	3: Technology Teacher consistently creates and implements challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to demonstrate expertise of the GVC.	4: Technology Teacher collaborates with teachers to consistently create and implement challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities for students to demonstrate expertise of the GVC.

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