

Continuous Improvement of Teacher Effectiveness (CITE)

2021-2022 CITE Educator Rubric

For Educators other than Classroom Teachers

The Educator	The Teaching
<p><u>Standard 1: Culture and Climate</u> <u>Standard 2: Professionalism</u></p>	<p><u>Standard 3: Planning</u> <u>Standard 4: Assessment</u> <u>Standard 5: Instruction</u></p>

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

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

The Educator:			
Standard 2 – PROFESSIONALISM: Educator demonstrates professional growth and development, leadership, and professionalism.			
2.1 Educator works collaboratively with colleagues for the benefit of students.			
1: Educator inconsistently attends required meetings and/or participates in a manner that lacks respect and/or productivity..	2: Educator participates in a respectful and productive manner in required meetings.	3: Educator participates on collaborative teams that include all colleagues, as appropriate, who support students to provide high-quality, integrated wrap-around support.	4: Educator 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.
2.2 Educator creates a professional growth plan that is aligned to Educator goals and building initiatives, and district priorities.			

1: Educator does not create a growth plan or creates a professional growth plan unrelated to the school UIP and/or school goals or district priorities.	2: Educator creates a professional growth plan that is related to the school UIP and/or school goals or district priorities.	3: Educator reflects on professional growth plan and generates action steps.	4: Educator considers student needs and feedback while actively reflecting on professional growth plan and generating action steps.
2.3 Educator demonstrates application of professional learning to practice.			
1: Educator inconsistently participates in school-based professional development; minimal attempts are made to implement new learning into practice.	2: Educator participates in required school-based professional development and/or makes minimal attempts to implement new learning into practice.	3: Educator actively participates in required school-based professional development and implements new learning while monitoring impact on professional practice.	4: Educator pursues learning beyond school-based opportunities. Educator monitors the impact of professional development through data collection and reflection and actively refines practice. Educator promotes a culture of continuous learning with colleagues.
2.4 Educator differentiates communication with families based on the individual needs of the student.			
1: Educator inconsistently communicates with families.	2: Educator consistently communicates with families to help students meet education goals.	3: Educator 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: Educator proactively coordinates information and resources with, to, and from families and other supports as appropriate.
2.5 Educator demonstrates professional and ethical conduct including following all laws, district policies and school procedures.			
1: Educator does not meet legal and school/district expectations	2: Educator is compliant with legal and school/district expectations.	3: Educator demonstrates professional behavior within the building and throughout the district and community.	4: Promotes and models professional behavior within the building, with colleagues, and throughout the district and community.
2.6 Educator 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, ADA, ECEA, Title III, etc.)			
Educator inconsistently facilitates and/or collaborates 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 ADA, ECEA, Title III, etc.)	Educator facilitates and/or collaborates 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 ADA, ECEA, Title III, etc.)	Educator consistently facilitates and/or collaborates 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 ADA, ECEA, Title III, etc.)	Educator collaborates with families and the multidisciplinary team to facilitate and/or 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 ADA, ECEA, Title III, etc.)

The Teaching			
Standard 3 – PLANNING: Educator purposefully plans effective instruction for sustainable learning using the District Curriculum, including Colorado Academic Standards.			
3.1 Educator purposefully plans for the integration of content in aligned lessons.			
1: Educator inconsistently plans lessons or interventions that integrate content.	2: Educator plans lessons or interventions for the integration of content in aligned lessons.	3: Educator consistently plans lessons or interventions for the integration of content aligned to learning targets and assessments that incorporate student needs.	4: Educator intentionally plans with colleagues and/or specialists for the integration of content that considers student needs and/or backgrounds.
3.2 Educator purposefully plans for the integration of higher order thinking to increase student application of appropriately rigorous tasks.			
1: Educator inconsistently plans for higher order thinking through questioning, task assignment, prompting and feedback.	2: Educator plans for demonstration of higher order thinking through questioning, task assignment, prompting and feedback.	3: Educator consistently plans for the initiation and engagement of higher order thinking through questioning, task assignment, prompting and feedback.	4: Educator intentionally plans in order to guide and motivate students toward application of higher order thinking through questioning, task assignment, prompting and feedback.
3.3 Educator purposefully plans for the authentic integration of the Colorado Essential Skills.			
1: Educator inconsistently plans for the authentic integration of the Colorado Essential Skills.	2: Educator plans for the authentic integration of the Colorado Essential Skills.	3: Educator consistently plans for the authentic integration of the Colorado Essential Skills.	4: Educator intentionally plans in order to guide and motivate students to extend the Colorado Essential skills into new and/or independent settings.
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.			
1: Educator inconsistently uses informal and formal assessment data to plan for differentiated student needs.	2: Educator uses a variety of informal and formal assessment data to plan for differentiated student needs.	3: Educator consistently evaluates and monitors a variety of informal and formal assessment data to plan for differentiated student needs.	4: Educator intentionally plans in order to guide students to set and track individual goals using a variety of data from informal and formal assessments.
Standard 4 – ASSESSMENT: Educator uses a variety of formal and informal assessment data that requires students to demonstrate mastery.			
4.1 Educator measures student’s level of understanding of content by using quality formal and informal assessments.			
1: Educator measures student	2: Educator measures student	3: Educator measures student	4: Educator collaborates with students

understanding of content using formal and informal assessments with no plan for the use of results.	understanding of content using formal and informal assessments and sometimes plans for the use of results.	understanding of content using a variety of quality formal and informal assessments with plans of informing instruction or evaluating learning, as appropriate.	to measure understanding and application of content using a variety of quality formal and informal assessments with plans of students using the results.
4.2 Educator measures students' use of higher order thinking skills by using quality formal and informal assessments.			
1: Educator inconsistently measures student use of higher order thinking skills by using formal and informal assessments or has no plan for the use of results.	2: Educator measures student use of higher order thinking skills by using formal and informal assessments and sometimes plans for the use of results.	3: Educator measures student use of higher order thinking skills by using a variety of quality formal and informal assessments with plans of informing instruction or evaluating learning, as appropriate.	4: Educator collaborates with students to measure student use of higher order thinking skills by using a variety of quality formal and informal assessments with plans of students using the results.
4.3 Educator measures students' use of the Colorado Essential Skills using quality formal and informal assessments.			
1: Educator inconsistently measures students' use of the Colorado Essential Skills by using formal and informal assessments or has no plan for the use of results.	2: Educator measures students' use of the Colorado Essential Skills by using formal and informal assessments and sometimes plans for the use of results.	3: Educator measures students' use of the Colorado Essential Skills by using a variety of quality formal and informal assessments with plans of informing instruction or evaluating learning, as appropriate.	4: Educator collaborates with students to measure students' use of the Colorado Essential Skills by using a variety of quality formal and informal assessments with plans of students using the results.
4.4 Teacher uses a variety of quality formal and informal assessments and strategies to meet the unique needs of individual students.			
1: Educator inconsistently modifies, adapts and/or adjusts formal and/or informal assessments to meet individual student needs based on data and knowledge of students.	2: Educator modifies, adapts and/or adjusts formal and informal assessments to meet individual student needs based on data and knowledge of students.	3: Educator consistently modifies, adapts and/or adjusts formal and/or informal assessments to meet individual student needs based on data, knowledge of students, and when appropriate input from other colleagues and/or specialists.	4: Educator collaborates with students to use a variety of quality formal and/or informal assessments to best meet their needs and encourage learning.
4.5 Educator provides students with quality feedback. (precise, accurate, timely, encouraging)			
1. Educator provides minimal, generic, and/or non-actionable feedback to students.	2. Educator provides quality feedback to students regarding their progress.	3. Educator consistently provides quality feedback to students regarding their progress and provides opportunity for students to act on feedback.	4: Educator collaborates with students to encourage application of quality feedback to their learning such as self-reflection, goal setting, progress monitoring.
Standard 5 - INSTRUCTION: Educator facilitates sustainable learning opportunities for students to demonstrate expertise and application of District Curriculum, including Colorado Academic Standards.			
5.1 Educator facilitates learning opportunities for students to demonstrate content knowledge that is transferable and sustainable.			

1: The Educator inconsistently implements learning opportunities that leads to transferable and sustainable learning.	2: Educator implements learning opportunities that are transferable and sustainable.	3: Educator facilitates learning opportunities for students to demonstrate expertise and application of the curriculum via sustainable learning practices	4: Educator intentionally guides and motivates students to extend their learning across varied curriculum.
5.2 Educator facilitates learning opportunities for students to demonstrate expertise of higher order thinking skills.			
1: Educator inconsistently implements learning opportunities for students to demonstrate higher-order thinking skills.	2: Educator implements learning opportunities for students to demonstrate higher-order thinking skills.	3: Educator consistently implements learning opportunities for students to demonstrate higher-order thinking skills.	4: Educator intentionally guides and motivates students to extend their learning through higher-order thinking skills and encourages inquiry in order to construct new meaning.
5.3 Educator facilitates authentic opportunities for students to develop and demonstrate growth in their use of the Colorado Essential Skills.			
1: Educator inconsistently implements opportunities for students to develop and demonstrate growth in their use of the Colorado Essential Skills.	2: Educator implements learning opportunities for students to develop and demonstrate growth in their use of the Colorado Essential Skills.	3: Educator teaches and consistently implements authentic opportunities for students to develop and demonstrate growth in their use of the Colorado Essential Skills.	4: Educator's intentional actions guide and motivate students to develop and demonstrate targeted growth through integrated learning opportunities aligned with the Colorado Essential Skills.
5.4 Educator utilizes current pedagogical strategies and content knowledge in their professional practice.			
1: Educator inconsistently demonstrates pedagogical expertise, and/or content knowledge.	2: Educator demonstrates pedagogical expertise, flexibility and content knowledge.	3: Educator demonstrates pedagogical expertise, and content knowledge that aligns targets, assessments, instructional method, intended outcomes and promotes rigor.	4: Educator's intentional actions and willingness to take risks guide and motivate students toward high expectations for learning resulting from Educators pedagogical expertise.
5.5 Educator differentiates instruction to meet individual student needs based on data and knowledge of students.			
1: Educator inconsistently differentiates instruction and/or uses incomplete/insufficient evidence and/or data points.	2: Educator differentiates instruction for students, but does so using a limited body of evidence and/or data points.	3: Educator differentiates instruction to meet the needs of the whole student using a diverse body of evidence that includes multiple data points.	4: Educator intentionally gathers a comprehensive body of evidence that includes multiple data points to guide and motivate students to consistently take ownership of learning.
5.6 Educator gives explicit and actionable, feedback to students throughout the teaching/learning cycle.			
1: Educator inconsistently shares feedback with students throughout the teaching/learning cycle.	2: Educator evaluates student needs, provides timely and appropriate feedback and adjusts instruction through the use of evidence.	3: Educator models how to use feedback to improve student learning, self-assess academic needs based on a variety of assessments (formal/informal) and encourages students to take academic risks.	4: Educator's intentional actions guide and motivate students to take academic risks based on formal and informal feedback to monitor and accelerate their learning through self-assessment on a variety of skills,

			content and concepts.
5.7 Educator demonstrates responsiveness and flexibility in the learning environment and throughout instruction.			
1: Educator inconsistently responds to learning environment cues and/or does not recognize opportunities to adjust instruction based on student/group reactions, understandings, and behaviors.	2: Educator responds to learning environment cues and/or recognizes opportunities to adjust instruction and/or environment based on student reactions, understanding, and/or behaviors.	3: Educator uses higher level checks for understanding to gauge student level of engagement and comprehension. Fluid adjustments to instruction or environment are made to capitalize on teachable moments.	4: Educator is present in the moment to seamlessly adjust instruction to maximize the agility and relevance of student learning.
5.8 Educator facilitates learning opportunities that engage all students through voice and choice.			
1: Educator inconsistently facilitates learning opportunities that authentically engage students through voice and choice.	2: Educator facilitates opportunities that engage students in challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities.	3: Educator consistently creates and implements sustainable, challenging and relevant (connected to students' interests and/or backgrounds), for students to demonstrate expertise of the District Curriculum, including Colorado Academic Standards.	4: Educator collaborates with students to consistently create and implement sustainable, challenging, and relevant (connected to students' interests and/or backgrounds), learning opportunities for students to demonstrate expertise of the District Curriculum, including Colorado Academic Standards.
5.9 Educator facilitates opportunities for all students to use tools and available technology to enhance learning.			
1: Educator inconsistently facilitates opportunities for all students to use tools and available technology to enhance learning and demonstrate expertise of District Curriculum, including Colorado Academic Standards.	2: Educator facilitates opportunities for all students to use tools and available technology to enhance learning and demonstrate expertise of District Curriculum, including Colorado Academic Standards.	3: Educator consistently facilitates opportunities for students to demonstrate learning through the use of tools and available technology.	4: Educator's intentional actions guide and motivate students to consistently use tools and available technology to maximize learning opportunities and encourage risk taking.

CITE Rubrics are designed to measure research-based effective Educator 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 Educator to be rated a 3. All aspects of 2 and 3 and 4 must be present for a Educator to be rated a 4.*