

Continuous Improvement of Teacher Effectiveness (CITE)

2021-2022 CITE Generalist Rubric

For Classroom Teachers

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

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 Teacher creates an environment that is safe.			
1: The classroom is unsafe for students.	2: Teacher presents rules to achieve a classroom environment that is safe for all students.	3: Teacher creates and fosters an environment that is safe for all students.	4: Teacher collaborates with students to create and consistently foster a classroom environment that is safe for all students.
1.2 Teacher uses a variety of strategies to construct, understand, and restore relationships in the classroom that promote emotional safety and inclusivity.			
1: Teacher posts class rules where they are readily available to all students, but rules are not	2: Teacher provides opportunities for students to give input into classroom rules. Teacher treats all students in a fair and equitable	3: Teacher creates and facilitates positive opportunities for students to develop an inclusive classroom	4: Teacher collaborates with students to create and maintain positive opportunities for students to develop

uniformly applied to all students.	manner.	community by having a voice in their community, learning from their mistakes, reinforcing acceptable behavior and restoring relationships.	an inclusive classroom community by having a voice in their community, learning from their mistakes, reinforcing acceptable behavior and restoring relationships.
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1.3 Teacher establishes an environment that honors diversity.

1: Teacher establishes a reactive environment that may limit points of view and deals with concerns as they arise.	2: Teacher promotes an environment where some students feel safe to express different points of view.	3: Teacher creates and facilitates an environment that honors diversity.	4: Teacher collaborates with students to establish an environment that honors and promotes diversity.
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1.4 Teacher models and establishes positive relationships with all students.

1: Teacher inconsistently promotes a respectful classroom environment.	2: Teacher consistently promotes a respectful classroom and positively interacts with all students.	3: Teacher builds positive relationships and respectfully interacts with all students, inside and outside the classroom.	4: 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.
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1.5 Teacher creates a well-managed, student-centered learning environment with established routines and procedures.

1: Teacher's classroom is not well managed.	2: Teacher manages the learning environment.	3: Teacher creates routines and procedures and facilitates learning in a well-managed environment. Students know and follow established routines and procedures.	4: Teacher collaborates with students to foster a well-managed learning environment where students are actively engaged.
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The Teacher:

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

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

1: Teacher inconsistently attends required meetings and/or participates in a manner that lacks respect and/or productivity.	2: Teacher participates in a respectful and productive manner in required meetings.	3: Teacher participates on collaborative teams that include all colleagues, as appropriate, who support students to provide high-quality, integrated wrap-around support.	4: 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.
2.2 Teacher creates a professional growth plan that is aligned to teacher goals, building initiatives, and district priorities.			
1: Teacher does not create a growth plan or creates a professional growth plan unrelated to the school UIP and/or school goals.	2: Teacher creates a professional growth plan that is related to the school UIP and/or school goals.	3: Teacher reflects on professional growth plan and generates action steps.	4: Teacher considers student needs and feedback while actively reflecting on professional growth plan and generating action steps.
2.3 Teacher demonstrates application of professional learning to practice.			
1: Teacher inconsistently participates in school-based professional development; minimal attempts are made to implement new learning into classroom practice.	2: Teacher participates in required school-based professional development and/or makes minimal attempts to implement new learning into classroom practice.	3: Teacher actively participates in required school-based professional development and implements new learning while monitoring impact on professional practice.	4: Teacher pursues learning beyond school-based opportunities. Teacher monitors the impact of professional development through data collection and reflection and actively refines practice. Teacher promotes a culture of continuous learning with colleagues.
2.4 Teacher differentiates communication with families based on the individual needs of the student.			
1: Teacher inconsistently communicates with families.	2: Teacher consistently communicates with families to help students meet education goals.	3: 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: Teacher proactively coordinates information and resources with, to and from families and other supports as appropriate.
2.5 Teacher demonstrates professional and ethical conduct including following all laws, district policies and school procedures.			
1: Teacher does not meet legal and school/district expectations.	2: Teacher is compliant with legal and school/district expectations.	3: Teacher demonstrates professional behavior within the building and throughout the district and community.	4: Teacher promotes and models professional behavior within the building, with colleagues, and throughout the district and community.

The Teaching

Standard 3 - PLANNING: Teacher purposefully plans effective instruction for sustainable learning using the District Curriculum, including Colorado Academic Standards.

3.1 Teacher purposefully plans for the integration of content in aligned lessons.			
1: Teacher inconsistently plans lessons that integrate content.	2: Teacher plans lessons for the integration of content in aligned lessons.	3: Teacher consistently plans lessons for the integration of content aligned to learning targets and assessments that incorporates student needs.	4: Teacher intentionally plans with colleagues and/or specialists for the integration of content that considers student needs and/or backgrounds.
3.2 Teacher purposefully plans for the integration of higher order thinking to increase student application of appropriately rigorous tasks.			
1: Teacher inconsistently plans for the demonstration of higher order thinking through questioning, task assignment, prompting and/or feedback.	2: Teacher plans for demonstration of higher order thinking through questioning, task assignment, prompting and/or feedback.	3: Teacher consistently plans for students to engage in higher order thinking through questioning, task assignment, prompting and feedback.	4: Teacher intentionally plans in order to guide and motivate students toward application of higher order thinking through questioning, task assignment, prompting and feedback.
3.3 Teacher purposefully plans for the authentic integration of the Colorado Essential Skills.			
1: Teacher inconsistently plans for the authentic integration of the Colorado Essential Skills.	2: Teacher plans for the authentic integration of the Colorado Essential Skills.	3: Teacher consistently plans for the authentic integration of the Colorado Essential Skills.	4: Teacher intentionally plans in order to guide and motivate students to extend the Colorado Essential skills into new and/or independent settings.
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.			
1: Teacher inconsistently uses formal and informal assessment data to plan for differentiated student needs.	2: Teacher uses a variety of formal and informal assessment data to plan for differentiated student needs.	3: Teacher consistently evaluates and monitors a variety of formal and informal assessment data to plan for differentiated student need and when appropriate considers assessment data from other colleagues and/or specialists.	4: Teacher intentionally plans in order to guide students to set and track individual goals using a variety of data from formal and informal assessments.
Standard 4 – ASSESSMENT: Teacher uses a variety of formal and informal assessment data that requires students to demonstrate mastery.			
4.1 Teacher measures students' level of understanding of content by using quality formal and informal assessments.			
1: Teacher measures student understanding of content using formal and informal assessments with no plan for the use of results.	2: Teacher measures student understanding of content using formal and informal assessments and sometimes plans for the use of results.	3: Teacher measures student understanding of content using a variety of quality formal and informal assessments with plans of informing instruction or evaluating learning, as appropriate.	4: Teacher collaborates with students 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 Teacher measures students' use of higher order thinking skills by using quality formal and informal assessments.			

1: Teacher 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: Teacher measures student use of higher order thinking skills by using formal and informal assessments and sometimes plans for the use of results.	3: Teacher 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: Teacher 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.
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4.3 Teacher measures students' use of the Colorado Essential Skills using quality formal and informal assessments.

1: Teacher 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: Teacher measures students' use of the Colorado Essential Skills by using formal and informal assessments and sometimes plans for the use of results.	3: Teacher 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: Teacher 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.
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4.4 Teacher uses a variety of quality formal and informal assessments and strategies to meet the unique needs of individual students.

1: Teacher inconsistently uses formal and informal assessments to meet individual student needs.	2: Teacher uses formal and informal assessments to meet individual student needs based on data.	3: Teacher consistently uses a variety of quality formal and informal assessments to meet individual student needs based on data, knowledge of students, and when appropriate input from other colleagues and/or specialists.	4: Teacher collaborates with students to use a variety of quality formal and informal assessments to best meet their needs and encourage learning.
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4.5 Teacher provides students with quality feedback. (precise, accurate, timely, encouraging)

1: Teacher provides minimal, generic, and/or non-actionable feedback to students.	2: Teacher provides quality feedback to students regarding their progress.	3: Teacher consistently provides quality feedback to students regarding their progress and provides opportunities for students to act on feedback.	4: Teacher collaborates with students to encourage application of quality feedback to their learning such as self-reflection, goal setting, progress monitoring.
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Standard 5 - INSTRUCTION: Teacher facilitates sustainable learning opportunities for students to demonstrate expertise and application of District Curriculum, including Colorado Academic Standards.

5.1 Teacher facilitates learning opportunities for students to demonstrate content knowledge that is transferable and sustainable.

1: The teacher inconsistently implements learning opportunities that lead to transferable and sustainable learning.	2: Teacher implements learning opportunities that are transferable and sustainable.	3: Teacher facilitates learning opportunities for students to demonstrate expertise and application of the curriculum via sustainable learning practices.	4: Teacher intentionally guides and motivates students to extend their learning across varied curriculum.
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5.2 Teacher facilitates learning opportunities for students to demonstrate higher-order thinking skills.			
1: Teacher inconsistently implements learning opportunities for students to demonstrate higher-order thinking skills.	2: Teacher implements learning opportunities for students to demonstrate higher-order thinking skills.	3: Teacher consistently implements learning opportunities for students to demonstrate higher-order thinking skills.	4: Teacher 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 Teacher facilitates authentic opportunities for students to develop and demonstrate growth in their use of the Colorado Essential Skills.			
1: Teacher inconsistently implements opportunities for students to develop and demonstrate growth in their use of the Colorado Essential Skills.	2: Teacher implements learning opportunities for students to develop and demonstrate growth in their use of the Colorado Essential Skills.	3: Teacher teaches and consistently implements authentic opportunities for students to develop and demonstrate growth in their use of the Colorado Essential Skills.	4: Teacher'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 Teacher utilizes current pedagogical expertise and content knowledge in their professional practice.			
1: Teacher inconsistently demonstrates pedagogical expertise, and/or content knowledge.	2: Teacher demonstrates pedagogical expertise, flexibility and content knowledge.	3: Teacher demonstrates pedagogical expertise and content knowledge that aligns targets, assessments, instructional methods, intended outcomes and promotes rigor.	4: Teacher's intentional actions and willingness to take risks, guide and motivate students toward high expectations for learning resulting from teacher's pedagogical expertise.
5.5 Teacher differentiates and/or modifies instruction to meet individual student needs based on data and knowledge of students.			
1: Teacher inconsistently differentiates and/or modifies, instruction and/or uses incomplete/insufficient evidence and/or data points.	2: Teacher differentiates and/or modifies instruction for students, but does so using a limited body of evidence and/or data points.	3: Teacher differentiates and/or modifies instruction to meet the needs of the whole student using a diverse body of evidence that includes multiple data points, and when appropriate input from other colleagues and/or specialists.	4: Teacher 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 Teacher gives explicit and actionable feedback to students throughout the teaching/learning cycle.			
1: Teacher inconsistently shares feedback with students throughout the teaching/learning cycle.	2: Teacher evaluates student needs, provides timely and appropriate feedback and adjusts instruction through the use of evidence.	3: Teacher 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: Teacher'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 Teacher demonstrates responsiveness and flexibility in the classroom and throughout instruction.			
1: Teacher inconsistently responds to classroom cues and/or does not recognize opportunities to adjust	2: Teacher responds to classroom cues and/or recognizes opportunities to adjust instruction and/or environment	3: Teacher uses higher level checks for understanding to gauge student level of engagement and comprehension.	4: Teacher is present in the moment to seamlessly adjust instruction to maximize the agility and relevance of

instruction based on classroom/group reactions, understandings, and behaviors.	based on classroom reactions, understanding, and/or behaviors.	Fluid adjustments to instruction or environment are made to capitalize on teachable moments.	student learning.
5.8 Teacher facilitates learning opportunities to engage all students through voice and choice.			
1: Teacher inconsistently facilitates learning opportunities that engage students through voice and choice.	2: Teacher facilitates opportunities that engage students in sustainable, challenging, and relevant (connected to students' interests and/or backgrounds) learning opportunities.	3: Teacher consistently creates and implements sustainable, challenging, and relevant (connected to students' interests and/or backgrounds) authentic learning opportunities for students to demonstrate expertise of the District Curriculum, including Colorado Academic Standards.	4: Teacher 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 Teacher facilitates opportunities for all students to use tools and available technology to enhance learning.			
1: Teacher 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: Teacher 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: Teacher consistently facilitates opportunities for students to enhance learning and demonstrate expertise through the use of tools and available technology.	4: Teacher'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 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 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.*