CONTINUOUS IMPROVEMENT OF TEACHER EFFECTIVENESS (CITE)
EDUCATOR RUBRIC
2022-2023

For use by: Mild/Moderate Educators, Center-Based Educators, ELD Educators, GT/Literacy/Math/RtI Interventionists, School Psychologists, School Social Workers, SLPs, OTs, and TVIs

The EDUCATOR	The EDUCATING
Standard 1: Culture and Climate **Standard 2: Professionalism**	**Standard 3: Planning** **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 the educator to be rated a 3. All aspects of 2 and 3 and 4 must be present for the educator to be rated a 4.

The EDUCATOR

Standard 1- CULTURE AND CLIMATE: Educator collaborates with all students to create a respectful and positive culture and climate.

1.1 Educator establishes and models positive relationships with students.

1: Educator does not establish or model positive relationships with students.	2: Educator is beginning to establish and model positive relationships with students.	3: Educator establishes and models positive relationships with students *and* is proactive	4: Educator respectfully interacts with every student as an individual and differentiates interactions based on knowledge

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		in restoring relationships, as necessary.	of each student, inside and outside the classroom.

1.2 Educator creates a safe, well-managed, student-centered learning environment with established expectations, routines and procedures.

1: Educator does not demonstrate a safe, well-managed, student-centered learning environment with established expectations, routines and procedures.	2: Educator is beginning to demonstrate a safe, well-managed student-centered learning environment with established expectations, routines and procedures.	3: Educator creates a safe, well-managed student-centered learning environment with established expectations, routines and procedures **and** empowers students to take an active role in the learning environment.	4: Educator uses proactive and preventative measures to respond to student behavior issues, ensuring a safe learning environment **and** is sensitive to individual student needs and respectful of students' dignity. Students take an active role in monitoring their own behavior against the established expectations.

1.3 Educator establishes an environment that acknowledges and honors multiple aspects of diversity.

1: Educator does not establish an environment that acknowledges and honors multiple aspects of diversity.	2: Educator is beginning to establish an environment that acknowledges and honors multiple aspects of diversity.	3: Educator effectively establishes an environment that acknowledges and honors multiple aspects of diversity **and** uses materials and lessons that address multiple aspects of diversity.	4: Educator empowers students to acknowledge, honor, and promote diversity **and** to advocate for equity and social awareness.

1.4 Educator uses a variety of strategies that promote emotional safety and inclusivity and help students restore relationships.

1: Educator does not use a variety of strategies that promote emotional safety and inclusivity and help students restore relationships.	2: Educator is beginning to use a variety of strategies that promote emotional safety and inclusivity and help students restore relationships.	3: Educator uses a variety of strategies that promote emotional safety and inclusivity and helps students restore relationships.	4: Educator equips students with skills to independently restore relationships, facilitating when necessary. Students take an active role in restoring relationships.

Standard 2 - PROFESSIONALISM: Educator demonstrates professional growth, leadership, and professionalism.			
2.1 Educator works collaboratively with colleagues within a professional learning community for the benefit of students.			
1: Educator does not demonstrate the ability to work collaboratively with colleagues within a professional learning community for the benefit of students	2: Educator is beginning to work collaboratively with colleagues within a professional learning community for the benefit of students.	3: Educator works collaboratively with colleagues within a professional learning community for the benefit of students **and** actively participates in a culture of professional inquiry.	4: Educator provides mutual support and cooperation in collaborative settings. Educator assumes a leadership/proactive role in at least one aspect of school or district life.
2.2 Educator's professional goals are aligned to professional growth needs, building initiatives, and/or district priorities.			
1: Educator has not developed goals that are aligned to professional growth needs, building initiatives, and/or district priorities.	2: Educator is beginning to understand the process of developing goals that are aligned to professional growth needs, building initiatives, and/or district priorities.	3: Educator's professional goals are aligned to professional growth needs, building initiatives, and/or district priorities **and** the educator measures their progress related to student outcomes.	4: Educator is a reflective practitioner, regularly reflecting on and adjusting their growth plan in order to achieve new goals and continuously improve student outcomes.
2.3 Educator engages in professional learning to refine their practice.			
1: Educator does not engage in professional learning to refine their practice.	2: Educator is beginning to engage in professional learning to refine their practice.	3: Educator engages in professional learning to refine their practice **and** measures the impact of their professional learning in the classroom.	4: Educator actively seeks feedback from supervisors and colleagues **and** initiates additional learning opportunities for themselves and others in the school community.
2.4 Educator differentiates communication and engagement opportunities with families based on the individual needs of the student.			
1: Educator does not differentiate communication and engagement opportunities with families based	2: Educator is beginning to differentiate communication and engagement opportunities with	3: Educator differentiates communication and engagement opportunities with families based	4: Educator communicates frequently with families in a culturally sensitive manner and

on the individual needs of the student.	families based on the individual needs of the student.	on the individual needs of the student **and** promotes a strong partnership between school and home.	invites students to contribute to the communication in order to engage families in a partnership with the school community.

2.5 Educator demonstrates professional and ethical conduct including following all laws, district policies and school procedures.

1: Educator does not demonstrate professional and ethical conduct including following all laws, district policies and school procedures.	2: Educator is beginning to demonstrate professional and ethical conduct including following all laws, district policies and school procedures.	3: Educator demonstrates professional and ethical conduct including following all laws, district policies and school procedures **and** displays professionalism, respect, honesty, integrity, and confidentiality in interactions with staff, students, and the community.	4: Educator demonstrates professional and ethical conduct through modeling and being a resource for colleagues to ensure the highest professional standards are held in all school-related interactions and decisions.

2.6 Educator collaborates with colleagues, significant adults and students (as appropriate/required) to facilitate identification, plan for, and implement appropriate services aligned to students' unique needs, ensuring compliance with current federal laws, state standards and local policies. (e.g., IDEA, ADA, ECEA, Title III, etc.)

1: Educator does not collaborate with colleagues, significant adults, and students (as appropriate/required) to facilitate identification, plan for, and implement appropriate services aligned to students' unique needs, ensuring compliance with current federal laws, state standards and local policies. (e.g., IDEA, ADA, ECEA, Title III, etc.)	2: Educator is beginning to collaborate with colleagues, significant adults, and students (as appropriate/required) to facilitate identification, plan for, and implement appropriate services aligned to students' unique needs, ensuring compliance with current federal laws, state standards and local policies. (e.g., IDEA, ADA, ECEA, Title III, etc.)	3: Educator collaborates with colleagues, significant adults, and students (as appropriate/required) to facilitate identification, plan for, and implement appropriate services aligned to students' unique needs, ensuring compliance with current federal laws, state standards and local policies. (e.g., IDEA, ADA, ECEA, Title III, etc.)	4: Students (as appropriate/required) and significant adults participate in developing, addressing and monitoring individual goals to meet students' unique needs.

The EDUCATING

Standard 3 - PLANNING: Educator purposefully plans effective instruction for sustainable learning using appropriate curriculum (including the district curriculum, Colorado Academic Standards, CTE standards, etc.).

Elementary Educator: Demonstrates expertise in math and literacy; is knowledgeable in all other content they teach (e.g., social studies, science, art, physical education, music and/or world language) **Secondary Educator:** Demonstrates knowledge of math and literacy; is an expert in their content endorsement area(s).			
3.1 Educator demonstrates an understanding of educational best practices and content knowledge.			
1: Educator does not demonstrate an understanding of educational best practices and content knowledge	2: Educator is beginning to demonstrate an understanding of educational best practices and content knowledge.	3: Educator demonstrates an understanding of educational best practices and content knowledge **and** their plans reflect familiarity with a wide range of effective pedagogical approaches in their grade/subject/discipline.	4: Educator displays an extensive knowledge of the prerequisite skills and important concepts in their grade/subject/discipline **and** demonstrates the ability to anticipate student learning needs in their lesson planning.
3.2 Educator purposefully plans lessons that integrate content, including mathematics and literacy practices.			
1: Educator does not plan lessons that integrate content, including mathematics and literacy practices.	2: Educator is beginning to plan lessons that integrate content, including mathematics and literacy practices.	3:Educator purposefully plans lessons that integrate content, including mathematics and literacy practices.	4: As a result of educator planning, students connect and apply disciplines/contents to real-world scenarios to demonstrate learning.
3.3 Educator purposefully plans lessons and authentically integrates higher order thinking skills.			
1: Educator does **not** plan lessons or authentically integrate higher order thinking skills.	2: Educator is beginning to plan lessons and authentically integrate higher order thinking skills.	3: Educator purposefully plans lessons and authentically integrates higher order thinking skills.	4: As a result of educator planning, students demonstrate and apply knowledge of their higher order thinking skills.
3.4 Educator purposefully plans lessons and authentically integrates the Colorado Essential Skills.			
1: Educator does **not** plan lessons that authentically integrate the Colorado Essential Skills.	2: Educator is beginning to plan lessons and authentically integrates the Colorado Essential Skills.	3: Educator purposefully plans lessons and authentically integrates the Colorado Essential Skills.	4: As a result of educator planning, students demonstrate and apply their learning through authentic use of Colorado Essential Skills.

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3.5 Educator uses student assessment data to purposefully plan lessons and to meet the differentiated needs of their students.

1: Educator does not use student assessment data to purposefully plan lessons and to meet the differentiated needs of their students.	2: Educator is beginning to use student assessment data to plan lessons and to meet the differentiated needs of their students.	3: Educator uses student assessment data to purposefully plan lessons and to meet the differentiated needs of their students.	4: Educator plans for targeted interventions, enrichment, or acceleration to meet the differentiated needs of their students.

Standard 4 - ASSESSMENT: Educator collects and analyzes a body of evidence as part of a student-centered assessment system.

4.1 Educator selects and/or creates formal and informal assessments that guide instruction and have a clear purpose.

1:Educator does not select or create formal and informal assessments that guide instruction nor do the assessments have a clear purpose.	2: Educator is beginning to select or create formal and informal assessments that guide instruction and have a clear purpose.	3: Educator selects and/or creates formal and informal assessments that guide instruction and have a clear purpose **and** aligns the assessments to the learning target(s).	4: Students are engaged in establishing and understanding success criteria for formal and informal assessments.

4.2 Educator uses effective, student-centered practices to formally and formally assess students before, during and after learning

1: Educator does not use effective student-centered practices to assess students before, during or after learning.	2: Educator is beginning to use effective, student-centered practices to formally and informally assess students before, during and after learning.	3: Educator uses effective, student-centered practices to formally and informally assess students before, during and after learning **and** monitors the effectiveness of the assessment, adjusting when necessary.	4: Students are engaged in self-reflection and monitoring their progress, either by their own initiative or as a result of tasks designed by the educator.

4.3 Educator analyzes student performance via a body of evidence to support instructional decisions.

1: Educator does not analyze student performance via a body of evidence to support instructional	2: Educator is beginning to analyze student performance via a body of evidence to support	3: Educator analyzes student performance via a body of evidence to support instructional	4: Students are engaged in understanding where they are in their learning related to the

decisions.	instructional decisions.	decisions **and** collaborates with colleagues to refine instructional practices.	learning target based on a body of evidence **and** the educator supports students as they monitor their own learning by setting and tracking goals.

4.4 Educator provides students with feedback that is precise, accurate, timely, and actionable.

1: Educator does not provide students with feedback.	2: Educator is beginning to provide students with feedback that is precise, accurate, timely and actionable.	3: Educator provides students with feedback that is precise, accurate, timely and actionable.	4: Students are engaged in using feedback given by educators and/or peers to show growth.

Standard 5 - INSTRUCTION: Educator facilitates learning opportunities for students to engage with the District Curriculum, including Colorado Academic Standards, through appropriate instructional strategies.

5.1 Educator uses instructional strategies to facilitate learning opportunities for students to demonstrate content knowledge.

1:Educator does not use instructional strategies to facilitate learning opportunities for students to demonstrate content knowledge.	2: Educator is beginning to use instructional strategies to facilitate learning opportunities for students to demonstrate content knowledge.	3: Educator uses instructional strategies to facilitate learning opportunities for students to demonstrate content knowledge.	4: Students demonstrate an ability to apply and transfer content knowledge.

5.2 Educator uses instructional strategies to facilitate learning opportunities for students to demonstrate higher-order thinking skills.

1: Educator does not use instructional strategies to facilitate learning opportunities for students to demonstrate higher-order thinking skills.	2: Educator is beginning to use instructional strategies to facilitate learning opportunities for students to demonstrate higher-order thinking skills.	3: Educator uses instructional strategies to facilitate learning opportunities for students to demonstrate higher-order thinking skills.	4: Students independently apply and transfer higher order thinking skills in authentic situations.

5.3 Educator facilitates authentic opportunities for students to develop and demonstrate growth in the Colorado Essential Skills.

1: Educator does not facilitate	2: Educator is beginning to	3: Educator facilitates authentic	4: Students independently apply

opportunities for students to develop and demonstrate growth in the Colorado Essential Skills.	facilitate authentic opportunities for students to develop and demonstrate growth in the Colorado Essential Skills.	opportunities for students to develop and demonstrate growth in the Colorado Essential Skills	and transfer Colorado Essential Skills in authentic situations.

5.4 Educator differentiates and/or modifies instruction to meet individual student needs based on data and knowledge of students.

1: Educator does not meet individual student needs based on data and knowledge of students.	2: Educator is beginning to differentiate and/or modify instruction to meet individual student needs based on data and knowledge of students.	3: Educator differentiates and/or modifies instruction to meet individual student needs based on data and knowledge of students.	4: Students advocate for themselves and are given opportunities to take ownership of their learning based on their differentiated needs.

5.5 Educator demonstrates responsiveness and flexibility throughout instruction.

1: Educator does not demonstrate responsiveness and flexibility throughout instruction.	2: Educator is beginning to demonstrate responsiveness and flexibility throughout instruction.	3: Educator demonstrates responsiveness and flexibility throughout instruction.	4: Educator uses an extensive repertoire of instructional strategies to improve their instructional effectiveness.

5.6 Educator facilitates learning opportunities that engage all students in meaningful and relevant activities.

1: Educator does not facilitate learning opportunities that engage all students in meaningful and relevant activities.	2: Educator is beginning to facilitate learning opportunities that engage all students in meaningful and relevant activities.	3: Educator facilitates learning opportunities that engage all students in meaningful and relevant activities.	4: Educator is intentional about developing agency in students and gives students voice and often, choice, in how they learn Definition of Student Agency: refers **to learning through activities that are meaningful and relevant to learners**, driven by their interests, and often self-initiated with appropriate guidance from educators. To put it simply, student agency gives students voice and often, choice, in how they learn.

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5.7 Educator facilitates opportunities for all students to purposefully use tools and available technology to enhance learning.			
1: Educator does not facilitate opportunities for all students to purposefully use tools and available technology to enhance learning.	2: Educator is beginning to facilitate opportunities for all students to purposefully use tools and available technology to enhance learning.	3: Educator facilitates opportunities for all students to purposefully and safely use tools and available technology to enhance learning. Tools and available technology may include: discipline-specific instruments, manipulatives, equipment, digital tools, machines, and etc.	4: Students select and use a variety of tools and available technology to enhance their learning in meaningful and relevant ways.

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