Possible **examples** of how the Framework For Teaching could apply to
Gifted Education Teachers

		Failing	Needs Improvement	Proficient	Distinguished
1a Knowledge of Content and Pedagogy General Examples		In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content. Teacher makes content errors. Teacher does not consider prerequisite relationships when planning. Teacher's plans use inappropriate strategies for the discipline.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. Teacher is familiar with the discipline but does not see conceptual relationships. Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies and some are not be suitable to the content.	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. The teacher can identify important concepts of the discipline, and their relationships to one another. The teacher consistently provides clear explanations of the content. The teacher answers student questions accurately and provides feedback that furthers their learning. The teacher seeks out content-related professional development.	Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. In addition to the characteristics of "proficient," Teacher cites intra- and inter-disciplinary content relationships. Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
1a Specific Examples		The gifted support (GS) teacher uses a limited number of data sources to inform Present Levels of Educational Performance (PLEP). Goals or STLO are not included in the GIEP. GS teacher has limited knowledge of enrichment and acceleration strategies.	The gifted support (GS) teacher uses some data sources to inform Present Levels of Educational Performance (PLEP). Instructional goals and short term learning outcomes may not consistently reflect present levels of educational performance. GS teacher has some knowledge of enrichment and acceleration resources.	The gifted support (GS) teacher uses a continuum of reliable and valid data sources to inform Present Levels of Educational Performance (PLEP). Instructional goals and short term learning outcomes are consistently based on present levels of educational performance. GS teacher has sufficient knowledge of enrichment and acceleration resources. Formative assessment is used to tailor instruction in at least one content area.	The gifted support (GS) teacher uses a continuum of reliable and valid data sources to inform Present Levels of Educational Performance (PLEP). Instructional goals and short term learning outcomes are consistently based on present levels of educational performance and are highly customized. Assessment types and standards can be referenced in the Standards Aligned System (SAS). GS teacher has extensive knowledge of enrichment and acceleration resources. Formative assessment is used collaboratively to tailor core and supplemental instruction within various content areas.

Gifted Education Teachers

	Failing	Needs Improvement	Proficient	Distinguished
1b: Demonstrating Knowledge of Students **General Examples**	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. Teacher does not understand child development characteristics and has unrealistic expectations for students. Teacher does not try to ascertain varied ability levels among students in the class. Teacher is not aware of student interests or cultural heritage. Teacher takes no responsibility to learn about students' medical or learning disabilities.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher has identified "high," "medium and "low" groups of students within the class. The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher has identified "high," "medium and "low" groups of students within the class. The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students. In addition to the characteristics of "proficient," The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information about their cultural heritage from all students. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
1b Specific Examples	GS teacher demonstrates limited knowledge relative to the cognitive, behavioral and social/emotional characteristics and needs of students who are mentally gifted.	GS teacher demonstrates some knowledge relative to the cognitive, behavioral and social/emotional characteristics and needs of students who are mentally gifted. The teacher inconsistently uses knowledge to inform assessment and instructional design for students who are mentally gifted or who have dual exceptionalities (i.e., other health impaired).	GS teacher demonstrates adequate knowledge relative to the cognitive, behavioral and social/emotional characteristics and needs of students who are mentally gifted. The teacher consistently uses knowledge to inform assessment and instructional design for students who are mentally gifted or who have dual exceptionalities (i.e., other health impaired).	GS teacher demonstrates extensive knowledge relative to the cognitive, behavioral and social/emotional characteristics and needs of students who are mentally gifted. The teacher collaborates with and empowers others to use knowledge to inform assessment and instructional design for students who are mentally gifted or who have dual exceptionalities (i.e., other health impaired).

Gifted Education Teachers

		Failing	Needs Improvement	Proficient	Distinguished
1c Setting Instructional Outcomes	**General Examples**	Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are states as activities. Outcomes are not suitable for many students in the class.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning. Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students. Outcomes represent high expectations and rigor. Outcomes are related to "big ideas" of the discipline. Outcomes are written in terms of what students will *learn* rather than *do*. Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. Outcomes are suitable to groups of students in the class, differentiated where necessary.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students. In addition to the characteristics of "proficient," Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing. Teacher connects outcomes to previous and future learning Outcomes are differentiated to encourage individual students to take educational risks.
1c Specific Examples		GS teacher is unable to establish appropriate instructional outcomes for students who are mentally gifted.	GS teacher is usually able to establish appropriate instructional outcomes for students who are mentally gifted	GS teacher is able to consistently establish appropriate instructional outcomes for students who are mentally gifted. Instructional outcomes are based upon sound interpretation of a continuum of data sources and appropriate instructional matching (e.g., orbital studies, curriculum compaction, tiered assignments, cluster grouping, pull-out, seminars, etc.).	GS teacher is able to consistently establish appropriate instructional outcomes for students who are mentally gifted. Instructional outcomes are based upon sound interpretation of a continuum of data sources and appropriate instructional matching (e.g., orbital studies, curriculum compaction, tiered assignments, cluster grouping, pull-out, seminars, etc.). GS teacher engages in interdisciplinary collaboration to establish and monitor instructional outcomes.

	Failing	Needs Improvement	Proficient	Distinguished
1d Demonstrating Knowledge of Resources General Examples	Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students. The teacher only uses district- provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand his/her own skill. Although aware of some student needs, the teacher does not inquire about possible resources.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly. The teacher uses materials in the school library, but does not search beyond the school for resources. The teacher participates in content- area workshops offered by the school, but does not pursue other professional development. The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.	Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students. Texts are at varied levels. Texts are supplemented by guest speakers and field experiences. Teacher facilitates Internet resources. Resources are multi-disciplinary. Teacher expands knowledge with professional learning groups and organizations. Teacher pursues options offered by universities. Teacher provides lists of resources outside the class for students to draw on.	Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students. In addition to the characteristics of "proficient," Texts are matched to student skill level The teacher has ongoing relationship with colleges and universities that support student learning. The teacher maintains log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge The teacher facilitates student contact with resources outside the classroom.
1d Specific Examples	There is limited knowledge of resources that are appropriate for use with students who are mentally gifted. GS teacher does not effectively utilize, mobilize or match resources to identified student needs.	There is some knowledge of resources that are appropriate for use with students who are mentally gifted. GS teacher does attempt to utilize, mobilize and/or match resources to identified student needs.	There is adequate knowledge of resources that are appropriate for use with students who are mentally gifted. GS teacher effectively utilizes, mobilizes and/or matches resources to identified student needs.	GS teacher demonstrates extensive knowledge of evidence-based resources that are appropriate for use with students who are mentally gifted. GS teacher works collaboratively to effectively utilize, mobilize and/or match resources to identified student needs.

Gifted Education Teachers

		Failing	Needs Improvement	Proficient	Distinguished
1e Designing Coherent Instruction	**General Examples**	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety. Learning activities are boring and/or not well aligned to the instructional goals. Materials are not engaging or meet instructional outcomes. Instructional groups do not support learning. Lesson plans are not structured or sequenced and are unrealistic in their expectations.	Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable. Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups are random or only partially support objectives. Lesson structure is uneven or may be unrealistic in terms of time expectations.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups. Learning activities are matched to instructional outcomes. Activities provide opportunity for higher-level thinking. Teacher provides a variety of appropriately challenging materials and resources. Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. The plan for the lesson or unit is well structured, with reasonable time allocations.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. In addition to the characteristics of "proficient," Activities permit student choice. Learning experiences connect to other disciplines. Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. Lesson plans differentiate for individual student needs.
1e Specific Examples		GS teacher is unable to design coherent instruction for students who are mentally gifted. Effective instruction is compromised due to limited knowledge, interdisciplinary collaboration and differentiation.	GS teacher is able to design coherent instruction for students who are mentally gifted to some extent based upon increasing knowledge, interdisciplinary collaboration and ability to differentiate instruction.	GS teacher is able to consistently design coherent instruction for students who are mentally gifted based upon adequate knowledge, interdisciplinary collaboration and the ability to differentiate instruction. GS teacher reviews student performance and adjusts instruction in response to changing needs.	GS teacher is able to consistently design coherent instruction for students who are mentally gifted based upon adequate knowledge, interdisciplinary collaboration and the ability to differentiate instruction. GS teacher reviews student performance and engages/empowers other stakeholders to adjust instruction in response to changing student needs.

	Failing	Needs Improvement	Proficient	Distinguished
1f Designing Student Assessments General Examples	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit or any plan to use assessment results in designing future instruction. Assessments do not match instructional outcomes. Assessments have no criteria. No formative assessments have been designed. Assessment results do not affect future plans.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole. Only some of the instructional outcomes are addressed in the planned assessments. Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students. All the learning outcomes have a method for assessment. Assessment types match learning expectations. Plans indicate modified assessments for some students as needed. Assessment criteria are clearly written. Plans include formative assessments to use during instruction. Lesson plans indicate possible adjustments based on formative assessment data.	Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students. Or for grouping purposes-I think it is valid to plan for groups as well as individuals. In addition to the characteristics of "proficient," Assessments provide opportunities for student choice. Students participate in designing assessments for their own work. Teacher-designed assessments are authentic with real-world application, as appropriate. Students develop rubrics according to teacher-specified learning objectives. Students are actively involved in collecting information from formative assessments and provide input.
1f Specific Examples	GS teacher does not use a continuum of reliable and valid data sources to inform instructional planning and programming for students who are mentally gifted.	GS teacher typically relies upon a continuum of reliable and valid data sources to inform instructional planning and programming for students who are mentally gifted.	GS teacher consistently uses a continuum of reliable and valid data sources to inform instructional planning and programming for students who are mentally gifted.	GS teacher collaborates with other stakeholders to effectively use a continuum of reliable and valid data sources that inform instructional planning and programming for students who are mentally gifted. There is ongoing evaluation of assessment practices and the degree to which assessment meaningfully informs instruction.

Gifted Education Teachers

	Failing	Needs Improvement	Proficient	Distinguished
2a Environment of Respect and Rapport General Examples	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior. Teacher uses disrespectful talk towards students; student body language indicates feelings of hurt or insecurity. Students use disrespectful talk towards one another with no response from the teacher. Teacher displays no familiarity with or caring about individual students' interests or personalities.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful Behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. Teacher attempts to respond to disrespectful behavior among students, with uneven results. Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully appropriately to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. I am not clear what this means. If we are looking at Domain 2, The Classroom Environment, then the idea is that there should be clear standards for student conduct which are respected so that personal interactions are positive. Talk between teacher and students and among students is uniformly respectful. Teacher responds to disrespectful behavior among students. Teacher makes general connections with individual students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction What would this look like? Polite and respectful" might be the terms Danielson would use between all members of the class. The net result of interactions is that of connections with students as individuals. In addition to the characteristics of "proficient," Teacher demonstrates knowledge and caring about individual students' lives beyond school. When necessary, students correct one another in their conduct towards classmates. There is no disrespectful behavior among students. The teacher's response to a student's incorrect response respects the student's dignity
2a Specific Examples	GS teacher is unable to establish an environment of respect and rapport. There is limited awareness of individual strengths, needs, interests, cultural differences, extracurricular activities, etc.	GS teacher is improving in the ability to establish an environment of respect and rapport. There is some awareness of individual strengths, needs, interests, cultural differences, extracurricular activities, etc.	GS teacher consistently establishes an environment of respect and rapport. There is awareness of individual strengths, needs, interests, cultural differences, extracurricular activities, etc.	GS teacher consistently establishes an environment of respect and rapport. There is awareness of individual strengths, needs, interests, cultural differences, extracurricular activities, etc. This awareness is shared with other stakeholders to improve the quality of services and outcomes across settings and educators.

Gifted Education Teachers

	Failing	Needs Improvement	Proficient	Distinguished
2b Establishing a Culture for Learning General Examples	The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Class time is devoted more to socializing than to learning.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject. Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off." The teacher conveys high expectations for only some students. Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work. Many students indicate that they are looking for an "easy path."	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work. The teacher communicates the importance of learning, and that with hard work all students can be successful in it. The teacher demonstrates a high regard for student abilities. Teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers. In addition to the characteristics of "proficient," The teacher communicates a genuine passion for the subject. Students indicate that they are not satisfied unless they have complete understanding. Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer. Students recognize the efforts of their classmates. Students take initiative in improving the quality of their work.
2b Specific Examples	GS teacher does not meaningfully contribute to the establishment of a culture for learning. There is no evidence of communication of high expectations for positive academic and behavioral outcomes.	GS teacher contributes to the establishment of a culture for learning. There is some evidence of communication of high expectations for positive academic and behavioral outcomes. GS teacher is aware of the need to provide authentic and appropriately challenging learning experiences that result in deeper knowledge. However, the GS teacher does not consistently orchestrate those learning experiences.	GS teacher consistently contributes to the establishment of a culture for learning. There is evidence of communication of high expectations for positive academic and behavioral outcomes. GS teacher provides authentic and appropriately challenging learning experiences that result in deeper knowledge (e.g., mentorships, internships, interdisciplinary seminars, competitions, authentic audiences, simulations, etc.).	GS teacher consistently contributes to the establishment of a culture for learning. There is evidence of communication of high expectations for positive academic and behavioral outcomes. GS teacher works in collaboration with others to provide authentic and appropriately challenging learning experiences that result in deeper knowledge across content areas (e.g., mentorships, internships, interdisciplinary seminars, competitions, authentic audiences, simulations, etc.).

Gifted Education Teachers

		Failing	Needs Improvement	Proficient	Distinguished
2c Managing Classroom Procedures General Examples		Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines. Students not working with the teacher are not productively engaged or are disruptive to the class. There are no established procedures for distributing and collecting materials. Procedures for other activities are confused or chaotic.	Some instructional time is lost through only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines. Small groups are only partially engaged while not working directly with the teacher. Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. Classroom routines function unevenly.	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines. The students are productively engaged during small group work. Transitions between large and small group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students. In addition to the characteristics of "proficient," Students take the initiative with their classmates to ensure that their time is used productively. Students themselves ensure that transition's and other routines .are accomplished smoothly. Students take initiative in distributing and collecting materials efficiently
2c Specific Examples		GS teacher does not effectively manage classroom procedures. Instructional time is lost via inefficient routines, instructional management of groups, transitions, organization of materials, etc.	GS teacher is usually effective with management of classroom procedures. On occasion, instructional time may be compromised due to inefficient routines, instructional management of groups, transitions, organization of materials, etc.	GS teacher is consistently effective with management of classroom procedures. Instructional time is effectively utilized due to efficient routines, instructional management of groups, transitions, organization of materials, etc.	GS teacher is highly effective with management of classroom procedures. Instructional time is maximized due to efficient routines, instructional management of groups, transitions, organization of materials, etc. GS teacher provides assistance in managing classroom procedures to other educators.

	Failing	Needs Improvement	Proficient	Distinguished
2d Managing Student Behavior **General Examples**	There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity. The classroom environment is chaotic, with no apparent standards of conduct. The teacher does not monitor student behavior. Some students violate classroom rules, without apparent teacher awareness. When the teacher notices student misbehavior, s/he appears helpless to do anything about it.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct. Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. Teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective. Standards of conduct appear to have been established. Student behavior is generally appropriate. The teacher frequently monitors student behavior. Teacher's response to student misbehavior is effective. Teacher acknowledges good behavior	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity. In addition to the characteristics of "proficient," Student behavior is entirely appropriate; no evidence of student misbehavior. The teacher monitors student behavior without speaking – just moving about. Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.
2d Specific Examples	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.
2e Organizing Physical Space **General Examples**	The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology. The classroom environment is chaotic, with no apparent standards of conduct. The teacher does not monitor student behavior. Some students violate classroom rules, without apparent teacher awareness. When the teacher notices student misbehavior, s/he appears helpless to do anything about it.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success. Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. Teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology. Standards of conduct appear to have been established. Student behavior is generally appropriate. The teacher frequently monitors student behavior. Teacher's response to student misbehavior is effective. Teacher acknowledges good behavior	The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning. In addition to the characteristics of "proficient," Student behavior is entirely appropriate; no evidence of student misbehavior. The teacher monitors student behavior without speaking – just moving about. Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.

	Failing	Needs Improvement	Proficient	Distinguished
2e Specific Examples	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.
3a Communicating with Students General Examples	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. At no time during the lesson does the teacher convey to the students what they will be learning. Students indicate through their questions that they are confused as to the learning task. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through body language or questions that they don't understand the content being presented. Teacher's communications include errors of vocabulary or usage. Vocabulary is inappropriate to the age or culture of the students.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds. The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. Teacher must clarify the learning task so students can complete it. The teacher makes no serious content errors, although may make a minor error. The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students. Vocabulary and usage are correct but unimaginative. Vocabulary is too advanced or juvenile for the students	The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests. The teacher states clearly, at some point during the lesson, what the students will be learning. If appropriate, the teacher models the process to be followed in the task. Students engage with the learning task, indicating that they understand what they are to do. The teacher makes no content errors. Teacher's explanation of content is clear, and invites student participation and thinking. Vocabulary and usage are correct and completely suited to the lesson. Vocabulary is appropriate to the students' ages and levels of development.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies. In addition to the characteristics of "proficient," The teacher points out possible areas for misunderstanding. Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. All students seem to understand the presentation. The teacher invites students to explain the content to the class, or to classmates. Teacher uses rich language offering brief vocabulary lessons where appropriate.
3a Specific Examples	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.

Gifted Education Teachers

		Failing	Needs Improvement	Proficient	Distinguished
3b Questioning and Discussion Techniques	**General Examples**	Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion. Questions are rapid-fire, and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between teacher and students; students are not invited to speak directly to one another. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. Teacher frames some questions designed to promote student thinking, but only a few students are involved. The teacher invites students to respond directly to one another's ideas, but few students respond. Teacher calls on many students, but only a small number actually participate in the discussion.	Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Teacher uses open-ended questions, inviting students to think. and/or offer multiple possible answers. The teacher makes effective use of wait time. The teacher builds on uses student responses to questions effectively. Discussions enable students to talk to one another, without ongoing mediation by the teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. In addition to the characteristics of "proficient," Students initiate higher-order questions. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion.
3b Specific Examples		GS teacher does not attempt to incorporate questioning or discussion techniques in their lessons for gifted students.	GS teacher attempts to support the use of discussion and teacher directed questioning in their lessons for the purpose of stimulating thinking, and promoting further discussion for gifted students.	GS teacher is knowledgeable and supports the use of questioning techniques that facilitate higher-level thinking and promote refined and extended learning.	GS teacher is knowledgeable and supports the use of questioning techniques that facilitate higher-level thinking and promote refined and extended learning. GS teacher shares effective questioning techniques with other educators to enhance the quality of core instruction for all students.

Gifted Education Teachers

		Failing	Needs Improvement	Proficient	Distinguished
3c Engaging Students in Learning	**General Examples**	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested. Few students are intellectually engaged in the lesson. Learning tasks require only recall or have a single correct response or method. The materials used ask students only to perform rote tasks. Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. Instructional materials used are unsuitable to the lesson and/or the students. . The lesson drags, or is rushed	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged. Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and recall. Student engagement with the content is largely passive, learning primarily facts or procedures. Students have no choice in how they complete tasks. The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Most students are intellectually engaged in the lesson. Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking Students have some choice in how they complete learning tasks. There is a mix of different types of groupings, suitable to the lesson objectives. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another. In addition to the characteristics of "proficient," Virtually all students are highly engaged in the lesson. Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. Students suggest modifications to the grouping patterns used. Students have extensive choice in how they complete tasks. Students suggest modifications or additions to the materials being used. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
3c Specific Examples		GS teacher does not meaningfully/intellectually engage students in learning because strengths and interests are often disconnected from instructional content.	GS teacher attempts to meaningfully/intellectually engage students in learning by connecting strengths and interests with instructional content.	GS teacher consistently engages students in meaningful learning. A continuum of strategies and activities is used to further develop strengths and interests via rigorous expectations and standards-based instruction within identified content areas.	GS teacher collaborates with interdisciplinary colleagues to meaningfully engage students who are mentally gifted in learning. A continuum of strategies and activities is shared and collectively utilized to further develop strengths and interests via rigorous expectations and standards-based instruction within identified content areas.

Gifted Education Teachers

		Failing	Needs Improvement	Proficient	Distinguished
3d Using Assessment in Instruction	**General Examples**	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. The teacher gives no indication of what high quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Feedback is only global. The teacher does not ask students to evaluate their own or classmates' work.	Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning. There is little evidence that the students understand how their work will be evaluated. Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students Teacher requests global indications of student understanding. Feedback to students is not uniformly specific, not oriented towards future improvement of work. The teacher makes only minor attempts to engage students in self- or peer-assessment.	Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning. Students indicate that they clearly understand the characteristics of high-quality work. The teacher elicits evidence of student understanding during the lesson Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance for at least groups of students. The teacher attempts to engage students in self- or peer-assessment.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students. In addition to the characteristics of "proficient," There is evidence that students have helped establish the evaluation criteria. Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. Teacher makes frequent use of strategies to elicit information about individual student understanding. Feedback to students is specific and timely, and is provided from many sources, including other students. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
	3d Specific Examples	GS teacher makes no attempt to connect PLEP and GIEP goals and/or use assessment to inform the development of the GIEP and evaluate the quality of services and outcomes.	GS teacher makes some attempts to connect PLEP and GIEP goals and/or use assessment to inform the development of the GIEP and evaluate the quality of services and outcomes.	GS teacher makes consistent attempts to connect PLEP and GIEP goals and/or use assessment to inform the development of the GIEP and evaluate the quality of services and outcomes.	GS teacher works collaboratively with other stakeholders to make substantive connections between PLEP and GIEP goals. Assessment is used to inform the development of the GIEP and evaluate the quality of services and outcomes. Changes and improvements are continuously implemented and monitored.

	Failing	Needs Improvement	Proficient	Distinguished
3e Demonstrating Flexibility and Responsiveness General Examples	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. Teacher ignores indications of student boredom or lack of understanding. Teacher brushes aside student questions. Teacher makes no attempt to incorporate student interests into the lesson. The teacher conveys to students that when they have difficulty learning, it is their fault. In reflecting on practice, the teacher does not indicate that it is important to reach all students.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon. Teacher's efforts to modify the lesson are only partially successful. Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. Teacher incorporates students' interests and questions into the heart of the lesson. The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. In addition to the characteristics of "proficient," The teacher's adjustments to the lesson are designed to assist individual students. Teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students.
3e Specific Examples	GS teacher does not demonstrate flexibility or responsiveness to the needs of students who are mentally gifted. Adaptations are not made when students demonstrate limited understanding or lack of interest.	GS teacher demonstrates some flexibility or responsiveness to the needs of students who are mentally gifted. Adaptations are made when students demonstrate limited understanding or lack of interest but on an inconsistent basis.	GS teacher demonstrates consistent levels of flexibility and responsiveness to the needs of students who are mentally gifted. Adaptations are made when students demonstrate limited understanding or lack of interest.	GS teacher demonstrates consistent levels of flexibility and responsiveness to the needs of students who are mentally gifted. Adaptations are made when students demonstrate limited understanding or lack of interest. GS teacher collaborates with other stakeholders to address issues related to flexibility and responsiveness. Resources and strategies are shared and disseminated in an effort to respond to student needs across educators and settings.

	Failing	Needs Improvement	Proficient	Distinguished
4a Reflecting on Teaching General Examples	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved. The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved. The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. In addition to the characteristics of "proficient," Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness. Teacher's suggestions for improvement draw on an extensive repertoire.
4a Specific Examples	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.
4b Maintaining Accurate Records General Examples	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion. Absence of a system for either instructional or non-instructional records. Record-keeping systems that are in disarray so as to provide incorrect or confusing information.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors. The teacher has process for recording student work completion. However, it may be out-of-date or does not permit students to access the information. The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non-instructional information is both efficient and effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records. In addition to the characteristics of "proficient," Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining non-instructional records for the class.

	Failing	Needs Improvement	Proficient	Distinguished
4b Specific Examples	GS teacher does not maintain complete, current, or accurate individual student records.	GS teacher maintains student records (including the GIEP documents as required by Chapter 16). These records are inconsistently complete, current and/or accurate. These records are shared with parents and teachers who are responsible for the student but only during annual GIEP meetings.	GS teacher maintains student records (including the GIEP documents as required by Chapter 16). These records are complete, current and organized. These records are shared, reviewed and discussed with parents and teachers who are responsible for the student throughout the current school year.	GS teacher maintains all individual student records (including the GIEP documents as required by Chapter 16). These records are complete, current and organized. These records are shared and regularly reviewed and discussed with all parents and teachers who are responsible for the student throughout the current school year.
4c Communicating with Families — General Examples	Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program. Little or no information regarding instructional program available to parents. Families are unaware of their children's progress. Lack of family engagement activities. Culturally inappropriate communication.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families. School or district-created materials about the instructional program are sent home. Infrequent or incomplete information sent home by teachers about the instructional program. Teacher maintains school-required grade book but does little else to inform families about student progress. Teacher communications are sometimes inappropriate to families' cultural norms.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner. Information about the instructional program is available on a regular basis. The teacher sends information about student progress home on a regular basis. Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful. In addition to the characteristics of "proficient," On a regular basis, students develop materials to inform their families about the instructional program. Students maintain accurate records about their individual learning progress and frequently share this information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process.
4c Specific Examples	GS teacher does not maintain Chapter 16 timelines and required forms. Families report that their questions and concerns are not addressed. Sensitivity to cultural differences is not demonstrated through communication.	GS teacher maintains Chapter 16 timelines and required forms. At times, families may report that their questions and concerns have not been addressed. There are attempts to demonstrate sensitivity to cultural differences via communication.	GS teacher maintains Chapter 16 timelines and required forms. Families consistently report that their questions and concerns have been addressed. There are attempts to demonstrate sensitivity to cultural differences via communication and families are meaningfully engaged in their child's programming and related activities.	GS teacher collaborates with all stakeholders to maintain Chapter 16 timelines and required forms, address family questions and concerns, and demonstrate sensitivity to cultural differences via communication. GS teacher works with educators to ensure that families are meaningfully engaged in their child's programming and related activities.

Gifted Education Teachers

	Failing	Needs Improvement	Proficient	Distinguished
4d Participating in Professional Community General Examples	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects. The teacher's relationship with colleagues is characterized by negativity or combativeness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and school district and community projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so. The teacher has pleasant relationship with colleagues. When invited, the teacher participates in activities related to professional inquiry. When asked, the teacher participates in school activities, and school district and community projects.	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. The teacher has supportive and collaborative relationships with colleagues. The teacher regularly participates in activities related to professional inquiry. The teacher frequently volunteers to participate in school events and school district and community projects.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. In addition to the characteristics of "proficient," The teacher takes a leadership role in promoting activities related to professional inquiry. The teacher regularly contributes to and leads events that positively impact school life. The teacher regularly contributes to and leads significant school district and community projects.
4d Specific Examples	GS teacher is not a participating member of a professional community.	GS teacher is a participating member of a professional community as required or needed.	GS teacher is a participating member of a professional community and actively seeks opportunities to learn and grow with other educators.	GS teacher is a participating member of a professional community and actively seeks opportunities to learn and grow with other educators. GS teacher is a leader within the professional community and makes consistent contributions.

Gifted Education Teachers

	Failing	Needs Improvement	Proficient	Distinguished
4e Growing and Developing Professionally General Examples	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities. The teacher is not involved in any activity that might enhance knowledge or skill. The teacher purposefully resists discussing performance with supervisors or colleagues. The teacher ignores invitations to join professional organizations or attending conferences.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession.\ The teacher participates in professional activities when required or when provided by the school district. The teacher reluctantly accepts feedback from supervisors and colleagues. The teacher contributes in a limited fashion to educational professional organizations.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators. The teacher seeks regular opportunities for continued professional development. The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback. The teacher actively participates in professional organizations designed to contribute to the profession.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession. In addition to the characteristics of "proficient," The teacher seeks regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.
4e Specific Examples	GS teacher does not participate in professional development opportunities.	GS teacher participates in professional development opportunities that are required by the school district.	GS teacher consistently participates in professional development opportunities and is a willing provider.	The gifted support teacher participates in professional development opportunities in the area of gifted education offered by professional organizations, universities, intermediate units and other outside agencies accredited in the area of gifted education. The teacher is reflective of the PD opportunities and internalizes the information for its future effective use. The gifted support teacher provides professional development on gifted education to colleagues, or agencies at the local, state, and/or national levels.

Gifted Education Teachers

	Failing	Needs Improvement	Proficient	Distinguished
4f Showing Professionalism General Examples	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations. Teacher is dishonest. Teacher does not notice the needs of students. The teacher engages in practices that are self-serving. The teacher willfully rejects school district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school. Teacher's decisions and recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by. Teacher is honest. Teacher notices the needs of students, but is inconsistent in addressing them. Teacher does not notice that some school practices result in poor conditions for students. Teacher makes decisions professionally, but on a limited basis. Teacher complies with school district regulations.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations. Teacher is honest and known for having high standards of integrity. Teacher actively addresses student needs. Teacher actively works to provide opportunities for student success. Teacher willingly participates in team and departmental decision-making. Teacher complies completely with school district regulations.	Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues. Teacher is considered a leader in terms of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students. Teacher makes a concerted effort to ensure opportunities are available for all students to be successful. Teacher takes a leadership role in team and departmental decision-making. Teacher takes a leadership role regarding school district regulations.
4f Specific Examples	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.	There is no discrepancy between the expectations of a classroom teacher and a gifted support teacher.

Gifted Education Teachers

Acronym	Explanation	Description
GS	Gifted Support Teacher	Denotes an individual who case manages identified gifted students. According to the Gifted Guidelines, the following information is specific to a gifted support teachers qualifications and job responsibilities. Full-time Teachers of the Mentally Gifted are expected to: Have specialized preparation in gifted education. Understand the appropriate use of differentiated content and instructional methods. Be involved in ongoing gifted education professional development. Possess exemplary personal and professional traits. Gifted Enrichment Programs Staffing Policy The policy of the Bureau of School Leadership and Teacher Quality for Gifted Enrichment is based on Chapter 16.5 (a) Personnel. Professional personnel shall consist of certified individuals responsible for identifying gifted students and providing gifted education in accordance with Article XI of the School Code (24 P.S. 11-1101-11-1192) and this title. See also 16.5(c). Therefore, public school certification is required, but a specific certificate is not designated for a gifted enrichment program. Therefore, an Instructional certificate may be used at any grade level for the enrichment program. Any gifted program for which a grade is given for an advanced ("gifted") course would fall under different parameters and require a certificate specific to the content and grade level. Consideration should be given to the following when hiring a teacher of the gifted: All personnel working with the gifted should be certified to teach in the area to which they are assigned and should be aware of the unique learning differences and needs of gifted learners at that grade level. An Instructional II certificate or other evidence of experience is preferred. It is possible for a beginning teacher to be an excellent teacher of the gifted when he/she possesses most of the characteristics described and has proper gifted education in-service, continuing education or training programs to help understand the needs and characteristics of gifted students and appropriate curricula. Teachers of the gifted are encouraged to stay actively involved in professional development in the field of gifted education through a graduate degree program, graduate coursework or informal training such as institutes, Intermediate Unit continuing education, distance learning or district in-service programs. While the certification policy represents minimum requirements, in order to provide the best service to gifted students, districts can look beyond the instructional certificate to match the teaching qualities described in these guidelines to make the best instructional match possible. Important competencies for the teacher of the gifted to possess: Be a lifelong learner, open to new experiences and be able to appreciate the value of new learning and how it applies to the classroom; Understand the fundamental conditions of human learning, cognition, achievement, motivation and intelligent performance as they relate to gifted learners; The ability to use diagnostic data to provide appropriate instructional programs and strategies; The ability to design and implement differentiated and/or compacted curriculum to meet the needs of gifted students; An ability to manipulate ideas at analysis, synthesis and evaluation levels with their students and across areas of knowledge; An ability to assess student learning styles and adapt instruction to those styles; An understanding of procedures used to identify gifted students; The ability to effectively use appropriate strategies, materials and technological resources; High standards for work and the ability to live up to them as well as to convey them effectively to the students; The ability to create a learning atmosphere that is needed for stimulating creativity, leadership and risk taking; Knowledge about the GMDE/GWR and the GIEP process and the teacher's role in the process and Skills in coordinating services for the gifted with other aspects of the school program, including collaborative consultation with regular education teachers.
GIEP	Gifted Individualized Educational	**§ 16.31. General.**

	Plan	(a) A GIEP is a written plan describing the education to be provided to a gifted student. The initial GIEP must be based on and be responsive to the results of the evaluation and be developed and implemented in accordance with this chapter.
PLEP	Present Levels of Educational Performance	A current snapshot (data is no more than a year old) of how the student is performing in both the general and gifted educational setting in his/her strength area.
STLO	Short Term Learning Outcomes	**§ 16.32. General.** (2) A statement of annual goals and short-term learning outcomes which are responsive to the learning needs identified in the evaluation report.
SDI	Specially Designed Instruction	Adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials or a specialized curriculum for students who are gifted.

Gifted Education Teachers