Educator Effectiveness Alignment for Gifted Education Specialists

Danielson Framework for Instructional Specialists (2007)   **NAGC/CEC Advanced Standards in Gifted Education**
NAGC Gifted Programming Standards: Evidence –Based Practices (2010)   **NAGC Advanced Standards in Gifted Education Teacher Preparation (2013)**

Name: _____ *FTE for Gifted_____ Number of Buildings Served_____*

1. Rate your performance for each gifted standard within a Danielson component as Unsatisfactory (U), Basic (B), Proficient (P), or Distinguished (D).
2. Use this evidence to rate your overall current performance for that component in the Danielson component column.

DOMAIN 1: Planning & Preparation	*Select level of performance for each standard*	
Danielson Component *Overall Rating*	Level	**NAGC Gifted Programming Standards Evidence-Based Practice (GPS)** **Advanced Standards in Gifted Education Teacher Preparation (STP)** **Advanced Standards in Gifted Education (GTS)**
1a. Demonstrating knowledge of current trends in specialty area and professional development $$\boxed{U}\;\boxed{B}\;\boxed{P}\;\boxed{D}$$	U B P D U B P D U B P D U B P D U B P D U B P D U B P D	**GPS 3.6.1** Teachers and administrators demonstrate familiarity with sources of high quality resources and materials that are appropriate for learners with gifts and talents. **GPS 6.1.5** Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents. **STP 2.2** Gifted educators continuously broaden and deepen professional knowledge and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content. **STP 3.3** Gifted education specialists apply knowledge of theories, evidence-based practices, relevant laws, and policies to advocate for programs, supports, and a continuum of services for individuals with exceptionalities. **GTS 1K3** Current legal, regulatory, and ethical issues affecting education of individuals with gifts and talents. **GTS 1S4** Analyze education policies and related standards at local and national levels and determine their impact on gifted and talented education. **GTS 2S5** Analyze the current literature on evidence-based practices for comprehensive curriculum and program development for individuals with gifts and talents.
1b. Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program $$\boxed{U}\;\boxed{B}\;\boxed{P}\;\boxed{D}$$	U B P D U B P D U B P D U B P D	**STP 3.1** Gifted education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities. **STP 3.2** Gifted education specialists use their understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities. **STP 3.4** Gifted education specialists design and develop systematic program and curriculum models for enhancing talent development in multiple settings. **GTS 1S3** Mentor teacher candidates, newly certified teachers and other colleagues.
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers served.	U B P D U B P D U B P D	**GPS 1.8.2** Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness. **GPS 3.1.1** Educators use local, state, and national standards to align and expand curriculum and instructional plans. **GPS 3.1.2** Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.

U B P D	U B P D U B P D	**STP 5.4** Gifted education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities. **GTS 2S4** Design and develop systematic program and curriculum models for enhancing talent development in multiple settings
1d. Demonstrating knowledge of resources both within and beyond the school and district U B P D	U B P D U B P D U B P D U B P D U B P D U B P D U B P D U B P D	**GPS 1.4.2** Educators identify out-of-school learning opportunities that match students' abilities and interests. **GPS 1.5.1** Educators collaborate with families in accessing resources to develop their child's talents. **GPS 1.8.1** Educators provide students with college and career guidance that is consistent with their strengths. **GPS 3.3.2** Educators use school and community resources that support differentiation. **GPS 3.6.1** Teachers and administrators demonstrate familiarity with sources for high quality resources and materials that are appropriate for learners with gifts and talents. **GPS 4.5.2** Educators provide resources to enhance oral, written and artistic forms of communication, recognizing students' cultural context. **GPS 5.7.2** Educators facilitate mentorships, internships and vocational programming experiences that match student interests and aptitudes. **GPS 6.1.5** Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents.
1e. Planning the instructional support program, integrated with the overall school program U B P D	U B P D U B P D U B P D U B P D U B P D U B P D U B P D U B P D U B P D U B P D U B P D U B P D U B P D U B P D U B P D U B P D	**GPS 3.1.3** Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners. **GPS 3.1.4** Educators design differentiated curricula that incorporate advanced, conceptually challenging, in depth, distinctive and complex content for students with gifts and talents. **GPS 3.1.5** Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans and adjust plans based on continual monitoring. **GPS 3.1.6** Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate. **GPS 3.1.7** Educators use information and technologies including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional. **GPS 3.2.1** Educators design curricula in cognitive, affective, aesthetic, social and leadership domains that are challenging and effective for students with gifts and talents. **GPS 3.3.1** Educators select, adapt and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity. **GPS 3.3.3** Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent. **GPS 3.4.1** Educators use critical-thinking strategies to meet the needs of students with gifts and talents. **GPS 3.4.2** Educators use creative thinking strategies to meet the needs of students with gifts and talents. **GPS 3.4.3** Educators use problem-solving model strategies to meet the needs of students with gifts and talents. **GPS 3.5.1** Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents. **GPS 3.5.2** Educators integrate career exploration experiences into learning opportunities for students with gifts and talents. **GPS 3.5.3** Educators use curriculum for deep explorations of cultures, languages and social issues related to diversity. **STP 3.2** Gifted education specialists use their understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities. **STP 3.4** Gifted education specialists design and develop systematic program and curriculum models for enhancing talent development in multiple settings.

1f. Developing a plan to evaluate the instructional support program	U B P D	**GPS 2.6.2** The evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programming:(a) identification,(b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional development, (g) parent/guardian and community involvement, (h) programming resources, and (i) programming design, management and delivery.
	U B P D	**GPS 2.6.3** Educators disseminate the results of the evaluation, orally and in written form and explain how they will use the results.
	U B P D	**STP 3.1** Gifted education specialists design and implement evaluation activities to improve programs, supports and services for individuals with exceptionalities.
	U B P D	**STP 3.5** Gifted education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.
U B P D	U B P D	**STP 4.3** Gifted education specialists evaluate and modify instructional practices in response to ongoing assessment data and engage in the design and implementation of research and inquiry.
	U B P D	**GTS 4S2** Design and use methods for assessing and evaluating gifted and talented education programs.
	U B P D	**GTS 4S7** Design and implement culturally-responsive evaluation procedures.
Domain 1: Summary of Self-review		

DOMAIN 2: The Environment		Select level of performance for each standard	
Danielson Component *Overall Rating*	Level	**NAGC Gifted Programming Standards Evidence-Based Practice (GPS)** **Advanced Standards in Gifted Education Teacher Preparation (STP)** **Advanced Standards in Gifted Education (GTS)**	
2a. Creating an environment of respect and trust U B P D	U B P D U B P D U B P D U B P D U B P D	**GPS 6.4.1** Educators respond to cultural and personal frames of reference when teaching students with gifts and talents. **GPS 6.4.2** Educators comply with rules, policies and standards of ethical practice. **TPS 5.1** Gifted education specialists encourage high expectations, model respect for, and use ethical practices with all individuals with exceptionalities. **GTS 5S1** Model ethical behavior and promote professional standards **GTS 6S2** Apply strategies to resolve conflict and build consensus	
2b. Establishing a culture for ongoing instructional improvement U B P D	U B P D U B P D U B P D U B P D U B P D U B P D U B P D	**GPS 3.1.5** Educators use a balanced assessment system, including pre-assessment and formative assessment to identify students' needs, develop differentiated education plans and adjust plans based on continual progress monitoring. **GPS 6.3.1** Educators assess their instructional practices and continue their education in school district staff development, professional organizations and higher education settings based on these assessments. **GPS 6.3.2** Educators participate in professional development that is sustained over time, that includes regular follow-up and that seeks evidence of impact on teacher practice and student learning. **GPS 6.3.4** Educators identify and address areas for personal growth for teaching students with gifts and talents in their Professional Development Plans. **STP 5.4** Gifted education specialists advocate for policies and practices that improve programs services, and outcomes for individuals with exceptionalities. **GTS 5S5** Create an environment that supports continuous instructional improvement. **GTS 5S7** Plan and provide professional development in gifted and talented education for varied audiences.	
2c. Establishing clear procedures for teachers to gain access to instructional support U B P D	U B P D U B P D U B P D U B P D	**GPS 6.1.2** The school district provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness. **GPS 6.1.3** Educators participate in ongoing professional development addressing key issues such as anti-intellectualism and trends in gifted education such as equity and access. **GPS 6.1.4** Administrators provide human and material resources needed for professional development in gifted education (e.g. release time, funding for continuing education, substitute support, webinars or mentors.) **GTS 1S3** Mentor teacher candidates, newly certified teachers and other colleagues.	
2d. Establishing and maintaining norms of behavior for professional interactions. U B P D	U B P D U B P D U B P D U B P D	**STP 7.1** Gifted education professionals apply the elements of effective collaboration. **STP 6.2** Gifted education specialists model high professional expectations and ethical practice, and create supportive environments that increase diversity at all levels of gifted and talented education. **STP 6.3** Gifted education specialists model and promote respect for all individuals and facilitate ethical professional practice. **GTS 5S1** Model ethical behavior and promote professional standards.	

2e. Organizing physical space for workshops or training U | B | P | D	U B P D U B P D	STP 2.1 Gifted education professionals create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful and rigorous learning activities and social interaction. GTS 5S5 Create an environment that supports continuous instructional improvement.
Domain 2 **Summary of Self-review**		

DOMAIN 3: Delivery of Service		Select level of performance for each standard
Danielson Component *Overall Rating*	Level	**NAGC Gifted Programming Standards Evidence-Based Practice (GPS)** **Advanced Standards in Gifted Education Teacher Preparation (STP)** **Advanced Standards in Gifted Education (GTS)**
3a. Collaborating with teachers in the design of instructional units and lessons U | B | P | D	U B P D U B P D U B P D	**GPS 1.8.2** Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness. **STP 7.0** Gifted education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with gifts and talents and their families. **GTS 6S1** Collaborate across different stakeholder groups to create networks and coalitions to improve the education of individuals with gifts and talents.
3b. Engaging teachers in learning new instructional skills U | B | P | D	U B P D U B P D	**GPS 6.3.3** Educators use multiple modes of professional development delivery including online courses, online and electronic communities, face-to-face workshops, professional learning communities, and book talks. **GTS 1S5** Develop group facilitation and problem-solving skills for conducting leadership activities in gifted and talented education.
3c. Sharing expertise with staff U | B | P | D	U B P D U B P D U B P D U B P D	**GPS 6.1.5** Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents. **STP 6.5** Gifted education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels. **STP 7.3** Gifted education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities. **GTS 5S7** Plan and provide professional development in gifted and talented education for varied audiences.
3d. Locating resources for teachers to support instructional improvement U | B | P | D	U B P D U B P D U B P D	**GPS 3.6.1 Teachers** and administrators demonstrate familiarity with sources for high-quality resources and materials that are appropriate for learners with gifts and talents. **GPS 4.5.2** Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students' cultural context. **STP 5.5** Gifted education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.
3e. Demonstrating flexibility and responsiveness U | B | P | D	U B P D U B P D U B P D U B P D U B P D	**STP 2.3** Gifted education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities. **STP 3.2** Gifted education specialists use their understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities. **STP 5.2** Gifted education specialists support and use linguistically and culturally responsive practices. **STP 7.1** Gifted education specialists use culturally responsive practices to enhance collaboration. **GTS 1K1** Needs of different groups in a pluralistic society.

Domain 3 **Summary of Self-review**	

DOMAIN 4: Professional Responsibilities	Select level of performance for each standard	
Danielson Component *Overall Rating*	Level	**NAGC Gifted Programming Standards Evidence-Based Practice (GPS)** **Advanced Standards in Gifted Education Teacher Preparation (STP)** **Advanced Standards in Gifted Education (GTS)**
4a. Reflecting on practice U B P D	U B P D U B P D U B P D U B P D U B P D U B P D	**GPS 2.5.3** Educators assess the quantity, quality, and appropriateness of the programming and services provided for students with gifts and talents by disaggregating assessment data and yearly progress data and making the results public. **GPS 6.3.1:** Educators assess their instructional practice and continue their education in school district staff development, professional organizations, and higher education setting based on these assessments.. **GPS 6.3.4:** Educators identify and address areas for personal growth for teaching students with gifts and talents in the professional development plans. **STP 3.5** Gifted education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities. **GTS 3S2** Evaluate and modify instructional practices in response to ongoing assessment data. **GTS 3S3** Use educational research to improve instruction, intervention strategies, and curricular materials.
4b. Preparing and submitting budgets and reports	Not addressed in the GPS, STP or GTS	
4c. Coordinating work with other instructional specialists U B P D	U B P D U B P D U B P D U B P D U B P D	**GPS 1.8.2** Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness. **GPS 3.3.2** Educators use school and community resources that support differentiation. **GPS 5.2.1** Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents. **GTS 6S1** Collaborate across different stakeholder groups to create networks and coalitions to improve the education of individuals with gifts and talents. **GTS 6S3** Plan and provide consultation; educational programs for parents, administrators, and community; professional development services for varied audiences.
4d. Participating in a professional community U B P D	U B P D U B P D U B P D U B P D	**STP 6.4** Gifted education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise. **STP 6.5** Gifted education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels. **GTS 6S1** Collaborate across different stakeholder groups to create networks and coalitions to improve the education of individuals with gifts and talents. **GTS 6S3** Plan and provide consultation; educational programs for parents, administrators, and community; professional development services for varied audiences.

4e. Engaging in professional development | U	B	P	D		U B P D	**GPS 6.1.1** Educators systematically participate in ongoing, research-supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments and programming.
	U B P D	**GPS 6.1.3** Educators participate in ongoing professional development addressing the key issues such as anti- intellectualism and trends in gifted education such as equity and access.
	U B P D	**GPS 6.2.1** Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents.
	U B P D	**GPS 6.3.1** Educators assess their instructional practices and continue their education in school district staff development, professional organizations, and higher education setting based on these assessments.
	U B P D	**GPS 6.3.2** Educators participate in professional development that is sustained over time, that includes regular follow-up, and that seeks evidences of impact on teacher practice and on student learning.
	U B P D	**GPS 6.3.4** Educators identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans.
	U B P D	**STP 2.2** Gifted educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.
	U B P D	**GTS 5S11** Engage in ongoing professional development to maintain knowledge of research and practice in gifted education and disciplines.
4f. Showing professionalism, including integrity and confidentiality | U	B	P	D		U B P D	**GPS 6.4.2** Educators comply with rules, policies, and standards of ethical practice.
	U B P D	**STP 5.1** Gifted education specialists encourage high expectations, model respect for, and use ethical practices with all individuals with exceptionalities.
	U B P D	**STP 5.2** Gifted education specialists support and use linguistically and culturally responsive practices.
	U B P D	**STP 5.3** Gifted education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
	U B P D	**STP 6.2** Gifted education specialists model high professional expectations and ethical practice, and create supportive environments that increase diversity at all levels of gifted and talented education.
	U B P D	**STP 6.3** Gifted education specialists model and promote respect for all individuals and facilitate ethical professional practice.
	U B P D	**GTS 5K2** Moral and ethical responsibilities of educators
Domain 4 **Summary of Self-review**		

Laura Borsecnik laura.borsecnik@stoughton.k12.wi.us Kitty Ver Kuilen, kitty_verkuilen@mcfarland.k12.wi.us
Amy Miller alm@oregonsd.net   Lucia Rowley lrowley@madison.k12.wi.us
Greater Dane County Advanced Learner Network, Madison WI http://www.gdcaln.org/