

Gifted and Talented Coordinator Evaluation*

Program Management: <i>Program management involves planning, coordinating, and organizing the program and facilitating change as needed.</i>				
ASPECTS	ADVANCED	PROFICIENT	BASIC	MINIMAL
M-1: The G/T coordinator manages time effectively and provides services in a timely manner.	<ul style="list-style-type: none"> The G/T coordinator is adept at prioritizing needs and tasks so that services are provided in a professional, timely and efficient manner. 	<ul style="list-style-type: none"> The G/T coordinator manages time effectively and provides services in a timely manner. 	<ul style="list-style-type: none"> The G/T coordinator needs assistance in prioritizing tasks and meeting deadlines. 	<ul style="list-style-type: none"> The G/T coordinator frequently misses appointments and does not provide services in a timely manner.
M-2: The G/T coordinator assists in planning, developing, implementing, and/or following up on interventions, programs, and/or services to students.	<ul style="list-style-type: none"> The G/T coordinator takes a leadership role in identifying, implementing, and evaluating interventions, programs, and/or other services for students. 	<ul style="list-style-type: none"> The G/T coordinator assists in planning, developing, implementing, and/or following up on interventions, programs, and/or services to students. 	<ul style="list-style-type: none"> The G/T coordinator participates when approached in planning, developing, implementing, and/or following up on interventions, programs, and/or services to students. 	<ul style="list-style-type: none"> The G/T coordinator does not participate in the full cycle of program/intervention/service delivery.
M-3: The G/T coordinator effectively manages resources (e.g. personnel, fiscal, and material).	<ul style="list-style-type: none"> The G/T coordinator expertly manages resources (e.g. fiscal, human, material) and provides leadership to others in developing their skills (e.g. mentor, peer coach). 	<ul style="list-style-type: none"> The G/T coordinator effectively manages resources (e.g. personnel, fiscal, and material). 	<ul style="list-style-type: none"> The G/T coordinator requires and responds to guidance on management of resources. 	<ul style="list-style-type: none"> The G/T coordinator demonstrates questionable practices in managing resources.
M-4: The G/T coordinator maintains accurate, complete and timely records and communicates student needs as required by district policy and/or administrative direction.	<ul style="list-style-type: none"> The G/T coordinator shares expertise in managing records and communicating student needs and information upon request in accordance with policies, and guidelines with other (e.g. provides model reports and peer support). 	<ul style="list-style-type: none"> The G/T coordinator maintains accurate, complete, and timely records and communicates student needs and information as required by district policy, and/or administrative directions. 	<ul style="list-style-type: none"> The G/T coordinator's records and reports are not polished. Additionally, there are issues with timeliness, accuracy, and/or thoroughness. 	<ul style="list-style-type: none"> The G/T coordinator fails to complete records and reports in a timely and accurate manner.

* Adapted from Handbook on Educational Specialists by J. Stronge and P. Tucker

Direct Services and Instruction: <i>Direct services and instruction includes a variety of instructional and/or intervention services to meet the needs of students.</i>				
ASPECTS	ADVANCED	PROFICIENT	BASIC	MINIMAL
D-1: The G/T coordinator demonstrates current, accurate, and comprehensive knowledge consistent with the profession.	<ul style="list-style-type: none"> The G/T coordinator seeks and exhibits high level of professionally related knowledge and continually seeks to relate it to the population served. 	<ul style="list-style-type: none"> The G/T coordinator demonstrated current, accurate, and comprehensive knowledge consistent with the profession. 	<ul style="list-style-type: none"> The G/T coordinator continues to develop the ability to demonstrate professional knowledge consistently in practice. 	<ul style="list-style-type: none"> The G/T coordinator professional knowledge is out-of-date.
D-2: The G/T coordinator interprets policies, programs, and procedures related to the delivery of services.	<ul style="list-style-type: none"> The G/T coordinator provides additional insight into the interpretation of policies, programs, and procedures related to the delivery of services. 	<ul style="list-style-type: none"> The G/T coordinator interprets policies, programs, and procedures related to the delivery of services. 	<ul style="list-style-type: none"> The G/T coordinator is unsure of how to interpret policies, programs, and procedures and seeks outside approval before acting on the interpretation. 	<ul style="list-style-type: none"> The G/T coordinator does not interpret policies, programs, and procedures accurately.
D-3: The G/T coordinator seeks, selects, and uses resources compatible with student/program needs.	<ul style="list-style-type: none"> The G/T coordinator seeks, selects, and if necessary develops resources compatible with student/program needs. 	<ul style="list-style-type: none"> The G/T coordinator seeks, selects, and uses resources compatible with student/program needs. 	<ul style="list-style-type: none"> The G/T coordinator inconsistently identifies, selects, and uses resources compatible with student/program needs. 	<ul style="list-style-type: none"> The G/T coordinator continually uses the same resources regardless of the compatibility with student/program needs
D-4: The G/T coordinator uses a variety of strategies or approaches to meet the needs of students.	<ul style="list-style-type: none"> The G/T coordinator facilitates students' success through using a variety of strategies or approaches to support students meeting their needs. 	<ul style="list-style-type: none"> The G/T coordinator uses a variety of strategies or approaches to meet the needs of students. 	<ul style="list-style-type: none"> The G/T coordinator uses a limited number of strategies or approaches to meet the needs of students. 	<ul style="list-style-type: none"> The G/T coordinator does not differentiate strategies or approaches based on student needs.
D-5: The G/T coordinator provides effective leadership of the program.	<ul style="list-style-type: none"> The G/T coordinator is a leader who seamlessly facilitates the program's success and continuously refines the district's vision of a G/T program. 	<ul style="list-style-type: none"> The G/T coordinator provides effective leadership of the program. 	<ul style="list-style-type: none"> The G/T coordinator inconsistently provides effective leadership of the program. 	<ul style="list-style-type: none"> The G/T coordinator is an ineffective leader of the program.

Assessment: *Assessment is the process of using data to measure and improve student performance and/or program effectiveness.*

ASPECTS	ADVANCED	PROFICIENT	BASIC	MINIMAL
A-1: The G/T coordinator assesses and documents attainment of program objective(s).	<ul style="list-style-type: none"> The G/T coordinator provides both numerical and anecdotal evidence of successful program objectives. 	<ul style="list-style-type: none"> The G/T coordinator assesses and documents attainment of program objectives. 	<ul style="list-style-type: none"> The G/T coordinator maintains a record of program objective completion, but has weak or incomplete documentation. 	<ul style="list-style-type: none"> The G/T coordinator does not complete necessary documentation of program objectives.
A-2: The G/T coordinator demonstrates proficiency in administering, scoring/evaluating, and interpreting data from instruments or records..	<ul style="list-style-type: none"> The G/T coordinator is adept at selecting, using, and interpreting data from instruments or records and serves as a resource to others to improve their skills. 	<ul style="list-style-type: none"> The G/T coordinator demonstrates proficiency in administering, scoring/evaluating, and interpreting data from instruments or records. 	<ul style="list-style-type: none"> The G/T coordinator knows when and where to seek assistance with instruments or data interpretation and accesses assistance when needed. 	<ul style="list-style-type: none"> The G/T coordinator does not appropriately administer or accurately interpret data from instruments or records.
A-3: The G/T coordinator uses assessment information for decision making.	<ul style="list-style-type: none"> The G/T coordinator reviews assessment of students, seeks additional information, and makes informed decisions regarding the intervention or evaluation of the intervention/program. 	<ul style="list-style-type: none"> The G/T coordinator uses assessment information for decision making. 	<ul style="list-style-type: none"> The G/T coordinator makes decisions based heavily on perception with little consideration of other assessment information. 	<ul style="list-style-type: none"> The G/T coordinator's decision making does not show evidence of the use of assessment data.
A-4: The G/T coordinator uses evaluation to improve the delivery of services.	<ul style="list-style-type: none"> The G/T coordinator is a reflective practitioner who continually improves the delivery of services through evaluating multiple sources of feedback and data. 	<ul style="list-style-type: none"> The G/T coordinator uses evaluation to improve the delivery of services. 	<ul style="list-style-type: none"> The G/T coordinator inconsistently uses evaluation information to improve the delivery of services. 	<ul style="list-style-type: none"> The G/T coordinator does not use evaluation to improve performance.

Collaboration: <i>Collaborative relationships are established, maintained, and enhanced through effective communication with families, colleagues, and others in order to facilitate and coordinate the delivery of services.</i>				
ASPECTS	ADVANCED	PROFICIENT	BASIC	MINIMAL
C-1: The G/T coordinator consults with students, families, and school staff to assist in meeting needs of students.	<ul style="list-style-type: none"> The G/T coordinator develops and maintains collaborative relationships that assist in meeting the needs of students. 	<ul style="list-style-type: none"> The G/T coordinator consults with students, families, and school staff to assist in meeting needs of students. 	<ul style="list-style-type: none"> The G/T coordinator inconsistently works with families and school staff to support the needs of students. 	<ul style="list-style-type: none"> The G/T coordinator does not work with others in supporting student success.
C-2: The G/T coordinator seeks input from school personnel concerning functioning of school programs.	<ul style="list-style-type: none"> The G/T coordinator systematically seeks input and feedback about program effectiveness from school personnel. 	<ul style="list-style-type: none"> The G/T coordinator seeks input from school personnel concerning functioning of school programs. 	<ul style="list-style-type: none"> The G/T coordinator inconsistently seeks input or feedback regarding program functioning. 	<ul style="list-style-type: none"> The G/T coordinator operates the program in isolation from other school personnel.
C-3: The G/T coordinator serves as a liaison between the school and relevant local, regional and state services and/or agencies.	<ul style="list-style-type: none"> The G/T coordinator collaborates with multiple agencies or services to secure resources and/or support for students. 	<ul style="list-style-type: none"> The G/T coordinator serves as a liaison between the school and relevant community services and/or agencies. 	<ul style="list-style-type: none"> The G/T coordinator works with outside groups when approached, but rarely initiates contact. 	<ul style="list-style-type: none"> The G/T coordinator does not serve as a liaison.
C-4: The G/T coordinator uses effective communication techniques.	<ul style="list-style-type: none"> The G/T coordinator responds appropriately to a variety of communication styles using precise and logical language, whether verbal or nonverbal. 	<ul style="list-style-type: none"> The G/T coordinator uses effective communication techniques. 	<ul style="list-style-type: none"> The G/T coordinator inconsistently uses effective verbal and nonverbal communication techniques. 	<ul style="list-style-type: none"> The G/T coordinator is not an effective communicator.

Professionalism: <i>Professionalism demonstrates a commitment to professional ethics and growth while advancing the mission, goals, and policies of the school district.</i>				
ASPECTS	ADVANCED	PROFICIENT	BASIC	MINIMAL
P-1: The G/T coordinator adheres to professional, legal, and ethical standards.	<ul style="list-style-type: none"> The G/T coordinator exhibits a high level of ethical and professional behavior through demeanor, appearance, and execution of responsibilities. 	<ul style="list-style-type: none"> The G/T coordinator adheres to professional, legal, and ethical standards. 	<ul style="list-style-type: none"> The G/T coordinator inconsistently demonstrated professional and/or ethical behavior. 	<ul style="list-style-type: none"> The G/T coordinator is unprofessional and/or unethical in word and/or action.
P-2: The G/T coordinator demonstrates professional growth through participating in a meaningful and continuous process of professional development.	<ul style="list-style-type: none"> The G/T coordinator applies, reflects, and shares with others strategies learned from professional development. 	<ul style="list-style-type: none"> The G/T coordinator demonstrates professional growth through participating in a meaningful and continuous process of professional development. 	<ul style="list-style-type: none"> The G/T coordinator inconsistently uses strategies presented in professional development offerings. 	<ul style="list-style-type: none"> The G/T coordinator rarely uses strategies presented in professional development offerings.
P-3: The G/T coordinator fosters an organized and positive environment.	<ul style="list-style-type: none"> The G/T coordinator actively participates in improving the overall school environment through sharing with others, service to the profession, and building professional relationships. 	<ul style="list-style-type: none"> The G/T coordinator fosters an organized and positive environment. 	<ul style="list-style-type: none"> The G/T coordinator inconsistently supports the growth of a positive school climate. 	<ul style="list-style-type: none"> The G/T coordinator does not contribute to fostering a positive environment.
P-4: The G/T coordinator utilizes technology to efficiently deliver program and service.	<ul style="list-style-type: none"> The G/T coordinator uses innovative technology to deliver programs and services. 	<ul style="list-style-type: none"> The G/T coordinator uses a variety of technology to deliver programs and services. 	<ul style="list-style-type: none"> The G/T coordinator uses limited technology to deliver programs and services. 	<ul style="list-style-type: none"> The G/T coordinator rarely uses technology to deliver programs and services.