

**STANDARD 1: DIRECT SERVICE/INSTRUCTIONAL SUPPORT - ITINERANT TEACHER FOR GIFTED AND TALENTED**

*Note: Bulleted indicators are not to be used as a checklist, but as a guide toward recognizing strengths and weaknesses.*

<b>A. SUPPORTS TEACHERS AND GIFTED BY PROVIDING DIRECT OR INDIRECT OPPORTUNITIES FOR ACADEMIC RIGOR, HIGHER LEVEL THINKING, APPROPRIATE PACING AND CREATIVITY, PARTICULARLY IN GRADES THREE THROUGH EIGHT WHEN STUDENTS HAVE BEEN GT IDENTIFIED.</b>	
<b>RUBRIC</b>	<p><i>Exceeding.</i> Proactively provides comprehensive services to support high expectations and academic growth for gifted students.</p> <p><i>Meeting.</i> Consistently provides comprehensive services to support high expectations and academic growth for gifted students.</p> <p><i>Developing.</i> Occasionally provides limited services to support high expectations and academic growth for gifted students.</p> <p><i>Not Meeting.</i> Rarely provides services to support high expectations and academic growth for gifted students.</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>▪ Helps extend classroom instruction, standards and curriculum in support of district goals, school GT plans, and school improvement plans.</li> <li>▪ Supports staff to challenge students to become active learners and to achieve at high levels.</li> <li>▪ Provides models and strategies for differentiating instruction for gifted students according to their academic needs.</li> <li>▪ Supports academic growth and achievement for GT students</li> </ul>
<b>B. COLLABORATES WITH SCHOOL STAFF IN SUPPORT OF TEACHERS AND GIFTED STUDENTS THROUGH A VARIETY OF RESEARCH-BASED METHODS AND STRATEGIES IN DIFFERENTIATING INSTRUCTION.</b>	
<b>RUBRIC</b>	<p><i>Exceeding.</i> Proactively provides a variety of materials, methods, and strategies to differentiate instruction, extend learning, and promote active student participation.</p> <p><i>Meeting.</i> Consistently provides a variety of materials, methods, and strategies to differentiate instruction, extend learning, and promote active student participation.</p> <p><i>Developing.</i> Occasionally, provides a variety of materials, methods, and strategies to differentiate instruction, extend learning, and promote active student participation.</p> <p><i>Not Meeting.</i> Rarely uses or provides limited materials, methods, and strategies to differentiate instruction, extend learning, and promote active students participation.</p>
<b>Indicator</b>	<ul style="list-style-type: none"> <li>▪ Provides staff development or acts as a resource to teachers in individual, small-group or whole-group settings, on differentiation strategies such as: pacing, questioning, compacting, flexible grouping, acceleration, pre-post assessment, and opportunities for extensions to the curriculum.</li> <li>▪ Provides teachers with related research materials to increase understanding of differentiated instruction for gifted students.</li> <li>▪ Supports teachers and students by utilizing a variety of materials, resources and media to promote advanced learning for gifted</li> </ul>

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<b>C. PROVIDE EFFECTIVE PROFESSIONAL DEVELOPMENT</b>	
<b>Rubrics</b>	<p><i>Exceeding.</i> Successfully engages teachers and family in a learning community through shared communication.</p> <p><i>Meeting.</i> Regularly initiates interactions with teachers and families, acknowledging families as an integral part of the learning process.</p> <p><i>Developing.</i> Inconsistently communicates with teachers and families to build positive relationships.</p> <p><i>Not Meeting.</i> Rarely communicates with teachers and families.</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>Communicates effectively with teachers regarding the appropriate differentiation of instruction.</li> <li>Provides professional development in large staff grouping, one-on-one, and/or in flexible groupings (e.g., grade levels, vertical levels, needs, or interest-based book study groups).</li> <li>Works with teachers by looking at student work together to inform effective instruction.</li> <li>Keeps up with the research in this field and attends professional conferences.</li> </ul>

**STANDARD 2: ASSESSMENT—ITINERANT TEACHER FOR GIFTED AND TALENTED**

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<b>A. USING AVAILABLE DATA, IDENTIFIES STUDENTS AND COLLECTS A BODY OF EVIDENCE FOR STUDENTS ACCORDING TO DISTRICT IDENTIFICATION GUIDELINES.</b>	
<b>RUBRIC</b>	<i>Exceeding.</i> Proactively administers assessments and uses data to identify students. <i>Meeting.</i> Consistently administers assessments and uses data to identify students. <i>Developing.</i> Occasionally administers assessments and uses data to identify students. <i>Not Meeting.</i> Rarely administers assessments and uses data to identify students.
<b>Indicators</b>	<ul style="list-style-type: none"> <li>▪ Uses data from appropriate formal and informal assessments.</li> <li>▪ Effectively follows procedures and timeline for testing and identification.</li> <li>▪ Looks for additional criteria to identify students having only one objective criterion.</li> </ul>
<b>B. ADMINISTERS DISTRICT GT ASSESSMENTS AND KEEPS ACCURATE GT IDENTIFICATION RECORDS AND APPROPRIATELY COMMUNICATES WITH PARENTS, TEACHERS, AND THE GT DEPARTMENT REGARDING GT IDENTIFICATION.</b>	
<b>RUBRIC</b>	<i>Exceeding.</i> Proactively completes Gifted Program responsibilities. <i>Meeting.</i> Consistently completes Gifted Program responsibilities. <i>Developing.</i> Occasionally completes Gifted Program responsibilities. <i>Not Meeting.</i> Rarely completes Gifted Program responsibilities.
<b>Indicators</b>	<ul style="list-style-type: none"> <li>▪ Completes required GT testing such as the Raven's Test of Progressive Matrices and the Torrance Tests of Creativity (Circles and/or Lines).</li> <li>▪ Communicates with parents about testing procedures and test/identification results and GT services.</li> <li>▪ Submits identification information to the GT Department according to the district deadline.</li> <li>▪ Completes GT student cumulative inserts.</li> <li>▪ Notifies teachers regarding GT identification and test results in order to provide appropriate instruction.</li> </ul>

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<b>C. COMPLETES HIGHLY GIFTED PROGRAM TESTING AND RESPONSIBILITIES.</b>	
<b>RUBRIC</b>	<p><i>Exceeding.</i> Proactively administers assessments and follows the guidelines for the identification process.</p> <p><i>Meeting.</i> Consistently administers assessments and follows the guidelines for the identification process.</p> <p><i>Developing.</i> Occasionally administers assessments and follows the guidelines for the identification process..</p> <p><i>Not Meeting.</i> Rarely administers assessments and follows the guidelines for the identification process.</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>▪ Coordinates and administers the required assessments to students who apply for the district's Highly Gifted (HGT) Program.</li> <li>▪ Distributes HGT program information to the entire school.</li> <li>▪ Distributes letters to students who scored 95% or higher on the Raven's to encourage them to apply to the HGT program.</li> <li>▪ Encourages high performing students to apply to the program</li> <li>▪ Encourages parents and teachers to nominate students and assists parents and teachers in completing forms, if necessary.</li> <li>▪ Distributes HGT student recommendation forms to teachers and encourages them to return forms by district deadlines.</li> </ul>

**STANDARD 3: PROGRAM AND PLANNING—ITINERANT TEACHER FOR GIFTED AND TALENTED**

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<b>A. SUPPORTS THE DISTRICT AND SCHOOL BY PROVIDING STRATEGIES TO DIFFERENTIATE DISTRICT CURRICULUM AND CLASSROOM INSTRUCTION FOR GIFTED STUDENTS.</b>	
<b>RUBRIC</b>	<p><i>Exceeding.</i> Significantly increases the awareness of the academic and affective needs of the gifted students and options for modifying and planning curriculum.</p> <p><i>Meeting.</i> Consistently increases the awareness of the academic and affective needs of the gifted students and options for modifying and planning curriculum.</p> <p><i>Developing.</i> Occasionally increases the awareness of the academic and affective needs of the gifted students and options for modifying and planning curriculum.</p> <p><i>Not Meeting.</i> Rarely increases the awareness of the academic and affective needs of the gifted students and options for modifying and planning curriculum.</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>▪ Encourages appropriate academic expectations based on student profile.</li> <li>▪ Encourages adaptations to modification and acceleration of content.</li> <li>▪ Collaboratively supports appropriately high expectations in content, process and products.</li> <li>▪ Supports both a broad understanding and increased staff knowledge regarding differentiation strategies.</li> <li>▪ Meets with the principal to discuss implementation of instructional GT programs to analyze program effectiveness as required.</li> <li>▪ Provides opportunities for teachers to share ideas as requested.</li> </ul>

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<b>B. SUPPORTS STAFF IN CURRICULUM MODIFICATION AND PLANNING BY SUGGESTING BEST PRACTICE STRATEGIES, ADAPTATIONS, MODIFICATIONS, AND A VARIETY OF OPTIONS AND RESOURCES APPROPRIATE FOR THE GIFTED</b>	
<b>RUBRIC</b>	<p><i>Exceeding.</i> Proactively increases staff knowledge regarding strategies to differentiate curriculum for GT.</p> <p><i>Meeting.</i> Consistently increases staff knowledge regarding strategies to differentiate curriculum for GT.</p> <p><i>Developing.</i> Occasionally increases staff knowledge regarding strategies to differentiate curriculum for GT.</p> <p><i>Not Meeting.</i> Rarely increases staff knowledge regarding strategies to differentiate curriculum for GT</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>▪ Supports students and teachers in incorporating relevant resources to enrich, extend, and expand the curriculum or classroom/individual projects.</li> <li>▪ Supports staff in developing appropriate educational goals for individual students and facilitates communication with parents.</li> <li>▪ Supports staff in providing opportunities for creative thinking and advanced problem solving.</li> <li>▪ Provides information to staff about mentorship opportunities.</li> <li>▪ Provides information to staff about appropriate district and community opportunities for GT.</li> <li>▪ Supports staff in providing opportunities for independent research and independent study, particularly in student strength areas or areas of particular student interest.</li> <li>▪ Supports the staff in use of technology to differentiate curriculum.</li> <li>▪ Supports the staff's understanding of social/emotional needs by providing education to enhance opportunities for social/emotional growth of gifted students</li> <li>▪ Provides information to staff about grouping options that benefit gifted students.</li> </ul>

**STANDARD 4: CONSULTATION AND CONTRIBUTION TO THE LEARNING ENVIRONMENT—ITINERANT TEACHER FOR GIFTED AND TALENTED**

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<b>A. SUPPORTS STAFF IN PROVIDING A RIGOROUS LEARNING ENVIRONMENT WHILE ALSO CONSIDERING THE AFFECTIVE NEEDS OF GIFTED STUDENTS</b>	
<b>RUBRIC</b>	<p><i>Exceeding.</i> Proactively supports a rigorous learning environment for GT students while considering affective needs.</p> <p><i>Meeting.</i> Frequently supports a rigorous learning environment for GT students while considering affective needs.</p> <p><i>Developing.</i> Occasionally supports a rigorous learning environment for GT students while considering affective needs.</p> <p><i>Not Meeting.</i> Rarely supports a rigorous learning environment for GT students while considering affective needs.</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>Assists in providing appropriate learning/enrichment/extension opportunities for gifted.</li> <li>Works with teachers to provide grouping opportunities for gifted students</li> <li>Assists in accelerating the content, process and product.</li> </ul>
<b>B. ADVOCATES FOR GIFTED STUDENTS WITHIN THE SCHOOL BY RAISING AWARENESS OF THE ACADEMIC AND SOCIAL/EMOTIONAL NEEDS OF GIFTED STUDENTS AND ENCOURAGES APPROPRIATE ACADEMIC AND SOCIAL AND EMOTIONAL EXPERIENCES FOR GIFTED STUDENTS.</b>	
<b>RUBRIC</b>	<p><i>Exceeding.</i> Proactively raises awareness of academic and social/emotional needs of GT students.</p> <p><i>Meeting.</i> Frequently raises awareness of academic and social/emotional needs of GT students.</p> <p><i>Developing.</i> Occasionally raises awareness of academic and social/emotional needs of GT students.</p> <p><i>Not Meeting.</i> Rarely raises awareness of academic and social/emotional needs of GT students.</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>Provides one-on-one consultation or group staff development emphasizing that classroom teachers plan with the needs of the gifted in mind.</li> <li>Works with school staff to guide gifted students to appropriate school personnel such as psychologists, special education teachers, social workers, specialists or counselors when appropriate.</li> <li>Encourages grouping situations to promote positive social interactions with peers.</li> <li>Advocates for a school atmosphere that encourages the acceptance of gifted students and promotes high academic expectations in the school and in classrooms.</li> </ul>

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<b>C. COMMUNICATES WITH TEACHERS, STUDENTS, AND FAMILIES AND SUPPORTS THE IMPLEMENTATION OF APPROPRIATE AND CHALLENGING OPPORTUNITIES FOR GIFTED.</b>	
<b>RUBRIC</b>	<p><i>Exceeding.</i> Proactively communicates about and supports district activities that address the needs of the GT students.</p> <p><i>Meeting.</i> Consistently communicates about and supports district activities that address the needs of the GT students.</p> <p><i>Developing.</i> Occasionally communicates about and supports district activities that address the needs of the GT students</p> <p><i>Not Meeting.</i> Rarely communicates about and supports district activities that address the needs of the GT students.</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>▪ Provides information on college planning, summer and college courses upon request.</li> <li>▪ Provides school to career information and opportunities as requested.</li> <li>▪ Provides information on community opportunities appropriate for gifted.</li> <li>▪ Communicates to the learning community all district supported activities available for gifted students.</li> </ul>
<b>D. ACKNOWLEDGES STUDENTS AS INDIVIDUALS FOR THEIR ABILITIES, IDEAS, INTERESTS/PASSIONS, AND KNOWLEDGE.</b>	
<b>RUBRIC</b>	<p><i>Exceeding.</i> Proactively supports staff in accommodating students in their individual abilities/passions, ideas, interests, and knowledge.</p> <p><i>Meeting.</i> Consistently supports staff in accommodating students in their individual abilities/passions, ideas, interests, and knowledge.</p> <p><i>Developing.</i> Occasionally supports staff in accommodating students in their individual abilities/passions, ideas, interests, and knowledge.</p> <p><i>Not Meeting.</i> Rarely supports staff in accommodating students in their individual abilities/passions, ideas, interests, and knowledge.</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>▪ Provides examples and strategies to the classroom teacher that encourages students to become independent learners and to explore, question, and take charge of their own learning.</li> <li>▪ Assists the other classroom teachers to offer opportunities for GT students to choose from that match the curriculum to their areas of passion and interest.</li> <li>▪ Assists the other classroom teachers in providing a variety of options and choices to meet the students' abilities and interests.</li> </ul>



**STANDARD 5: PROFESSIONAL RESPONSIBILITIES—ITINERANT TEACHER FOR GIFTED AND TALENTED**

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<b>A. COLLABORATES WITH IDENTIFIED TEAM ON EXPECTATIONS/CURRICULA/STRATEGIES AND USE OF DATA</b>	
<b>Rubric</b>	<p><i>Exceeding.</i> Enthusiastically collaborates with team and is a leader in developing expectations, using effective strategies, analyzing data, and evaluating curricula.</p> <p><i>Meeting.</i> Frequently collaborates with identified team on expectations, strategies, analysis of data, and curricula.</p> <p><i>Developing.</i> Occasionally collaborates with other team members.</p> <p><i>Not Meeting.</i> Rarely collaborates with other team members.</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>Communicates with team members on a regular basis for shared curriculum planning.</li> <li>Collaborates and collectively reviews site data and evidence of student performance to plan/implement/develop district-approved curricula and to analyze program effectiveness.</li> <li>Shares building/district resources equitably.</li> <li>Supports colleagues and learns from others to promote student learning through a supportive peer community.</li> </ul>
<b>B. ENGAGES FAMILIES AS AN INTEGRAL PART OF THE LEARNING PROCESS</b>	
<b>Rubric</b>	<p><i>Exceeding.</i> Successfully engages families and develops a learning community through shared communications with families.</p> <p><i>Meeting.</i> Regularly initiates interactions with families and acknowledges them as an integral part of the learning process.</p> <p><i>Developing.</i> Inconsistently communicates with families to build positive relationships.</p> <p><i>Not Meeting.</i> Rarely communicates with families.</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>Communicates with families regarding student behavior and progress.</li> <li>Accommodates families' schedules in arranging meetings to discuss student performance and behavior.</li> <li>Invites shared communications between school and home.</li> <li>Establishes and promotes positive interpersonal relationships.</li> <li>Works collaboratively with appropriate school personnel to address issues that impact instruction, academic achievement and school climate.</li> </ul>
<b>C. DEMONSTRATES SUPPORT OF DISTRICT/SCHOOL MISSION AND VISION THROUGH RESPECTFUL ACCOUNTABLE TALK</b>	
<b>Rubric</b>	<p><i>Exceeding.</i> Proactively supports the district/school mission and seeks new ways to support the vision and goals.</p> <p><i>Meeting.</i> Consistently demonstrates support of the district and school vision, mission, and goals.</p> <p><i>Developing.</i> Intermittently supports district and school vision, mission, and goals through communications.</p> <p><i>Not Meeting.</i> Rarely demonstrates support for district and school inservice mission, vision, and goals.</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>Supports school vision and mission in respectful interactions with colleagues, parents, guardians, and other community members.</li> <li>Conducts professional, relevant, and knowledgeable interactions with others.</li> </ul>

START

1. District training for all evaluators, principals, and department managers

2. Notification and Orientation (Evaluators)

Occurs within 30 days of the start of the school year.

## STANDARDS, CRITERIA, RUBRICS, AND INDICATORS ITINERANT TEACHER FOR GIFTED AND TALENTED

### STANDARD 5: PROFESSIONAL RESPONSIBILITIES—ITINERANT TEACHER FOR GIFTED AND TALENTED

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D. DEMONSTRATES INTEGRITY, PROFESSIONALISM, AND POSITIVE RELATIONSHIPS WITH COLLEAGUES, PARENTS, GUARDIANS, AND OTHER COMMUNITY MEMBERS	
Rubric	<p><i>Exceeding.</i> Exemplifies personal integrity with colleagues and others through consistent professional and ethical behavior.</p> <p><i>Meeting.</i> Reliably demonstrates personal integrity, professional and ethical standards with colleagues, families, and other community members.</p> <p><i>Developing.</i> Inconsistently demonstrates professional integrity.</p> <p><i>Not Meeting.</i> Rarely demonstrates professional integrity.</p>
Indicators	<ul style="list-style-type: none"> <li>Resolves concerns and conflicts in a timely manner.</li> <li>Respects and maintains confidentiality.</li> <li>Assumes responsibility for personal actions, demeanor and appearance.</li> <li>Understands and accommodates individual differences (i.e., cultural competencies).</li> </ul>

3. Pre-observation Conference (Teachers and Specialists)

4. Formal Observation (Teachers and Specialists)

5. Post-observation Conference (Teachers and Specialists)

6. Mid-year Structured Conference (All)

Complete this conference by January 31<sup>st</sup>.

6a. Second observation (required for probationary teachers) and/or more data collection.

Required for probationary teachers and teachers with serious performance deficiencies.

7. Remediation Plan

Final Evaluation for non-probationary teachers with completed Summary of Evidence forms.

8. Final Evaluation

Finished!