



## EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR GIFTED AND TALENTED INSTRUCTOR

### **Standard 1: Implements Curriculum/Plans Instruction**

Develops lesson plans/units of study based upon appropriate academic expectations/student goals/district/school objectives/student needs and goals

- 1.1 Identifies KERA goals and targeted academic expectations in lesson/unit
- 1.2 Matches activities/learning experiences to academic expectations
- 1.3 Selects appropriate materials/media/technologies for lesson presentation
- 1.4 Includes student activities that address various student learning intelligences/skills
- 1.5 Selects experiences that are developmentally appropriate and challenging
- 1.6 Includes a culminating activity that measures the identified academic expectations
- 1.7 Plans activities to make effective use of instructional time
- 1.8 Incorporates performance-based assessments
- 1.9 Includes school and/or community resources (when appropriate)
- 1.10 Designs instructional units and student activities that integrate knowledge and skills from more than one discipline
- 1.11 Involves students, when appropriate, in designing student activities
- 1.12 Designs instructional activities and themes of interest to students
- 1.13 Designs or uses projects, manipulatives, and simulations to provide "real life" experiences
- 1.14 Collaborates with others to develop and deliver an aligned curriculum to meet the identified needs of students
- 1.15 Formulates academically-relevant and essential questions
- 1.16 Plans activities to fully implement IEP, 504 Plan, SEA recommendations and/or a Remediation Plan

### **Standard 2: Organizes Learning Environment/Climate**

Develops a positive learning climate and arranges physical environment to enhance learning and delivery of instruction

- 2.1 Arranges environment to accommodate individual, small-group, and large-group activities
- 2.2 Alters physical arrangements to match planned activities/student needs
- 2.3 Maintains a safe/functional environment that minimizes barriers to learning
- 2.4 Arranges instructional materials/media/equipment/technologies to maximize learning opportunities
- 2.5 Maintains positive student - teacher interactions
- 2.6 Displays sensitivity when dealing with students and others
- 2.7 Interacts positively with students, colleagues, parents, and community members

### **Standard 3: Presents Instruction / Guides Learning**

Implements instructional units/lesson plans

- 3.1 Provides/communicates introduction/orientation (e.g. review, organizer, statements of fact, open response questions, other)

- 3.2 Communicates/displays specific learner expectations and desired results
- 3.3 Connects student activities/lesson objectives to "real-life" applications/settings
- 3.4 Includes appropriate uses of media and technologies
- 3.5 Provides multiple perspectives and differing viewpoints when applicable
- 3.6 Provides connections to student activities that are based upon prior learning, students' backgrounds and experiences, and future aspirations
- 3.7 Makes smooth, clear transitions between activities
- 3.8 Provides time and activities for all students to apply knowledge/practice skills
- 3.9 Uses appropriate questioning techniques to assist students in problem-solving, in developing critical thinking, and in formulating accurate responses
- 3.10 Uses appropriate response techniques when responding to students answers in order to maximize learning
- 3.11 Demonstrates and enhances subject knowledge by providing examples and illustrations / up-to-date information/practices/procedures
- 3.12 Provides opportunities for individual and cooperative learning experiences Involves all students in learning opportunities
- 3.13 Emphasizes/repeats essential ideas, concepts, and procedures throughout instruction
- 3.14 Brings closure to unit/activity that reinforces learning

**Standard 4: Assesses Learning/Instruction**

Demonstrates abilities and techniques to improve instruction/learning by using a variety of assessment procedures

- 4.1 Provides students immediate and specific feedback on a consistent basis
- 4.2 Provides feedback that is meaningful and timely
- 4.3 Incorporates comprehension checks of understanding by circulating throughout the room, asking questions, observing students, and guiding students' practices/activities
- 4.4 Uses a variety of assessment techniques to evaluate student performances (open-response items, performance events, portfolio entries, standardized tests, group participation, etc.)
- 4.5 Analyzes assessment results to improve/revise instruction
- 4.6 Makes adjustments in assessment and instructional techniques for diversities (social, physical, cultural)
- 4.7 Provides opportunities for student analysis of unit/lesson activities (reflections, assists in developing scoring guides, etc.)

**Standard 5: Manages Student Behavior**

Manages student behaviors by establishing and maintaining mutually respected behavior

- 5.1 Establishes/maintains behavioral expectations (class rules) of students
- 5.2 Monitors students' behaviors according to local school/district policies and procedures
- 5.3 Reinforces acceptable student behaviors with genuine, specific praise
- 5.4 Holds each student accountable for his/her own behaviors
- 5.5 Manages disruptive behavior constructively by establishing standards of mutually respected behavior rather than losing instructional momentum

- 5.6 Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences
- 5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors
- 5.8 Establishes and maintains standards of mutually respected behavior

**Standard 6: Communicates Effectively**

Communicates positively/effectively with students, colleagues, parents, and others

- 6.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions
- 6.2 Speaks distinctly and clearly
- 6.3 Adjusts volume and tone for emphasis
- 6.4 Models correct grammar and pronunciation
- 6.5 Provides clear instructions
- 6.6 Shares student expectations, criteria for assessment, student progress with students and parents in meetings, conferences, written progress reports, etc.
- 6.7 Displays awareness of space and presence when interacting with others
- 6.8 Makes effective use of non-verbal cues, expressions, gestures, etc.

**Standard 7: Exhibits Professionalism**

- 7.1 Seeks and completes professional growth opportunities/activities to improve instruction
- 7.2 Evaluates self to identify needs for instructional improvement
- 7.3 Develops/reviews a professional growth plan congruent with school/district/KERA goals and missions
- 7.4 Reviews professional growth plan annually and revises plan as needs/goals change
- 7.5 Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, study groups, etc.)
- 7.6 Shares instructional materials, information, ideas with colleagues
- 7.7 Strives to improve instruction on a consistent basis
- 7.8 Maintains appropriate confidentiality regarding students' behaviors and performances
- 7.9 Upholds and models Kentucky School Personnel Code of Ethics
- 7.10 Encourages professional growth of peers
- 7.11 Attains all standards established by the Education Professional Standards Board

**Standard 8: Meets Job Expectations/Descriptions**

Meets local school district job expectations and requirements in job descriptions

- 8.1 Follows proper channels to address issues and answers
- 8.2 Meets assigned time frames as stipulated
- 8.3 Serves on various school/district committees
- 8.4 Follows school/district policies and procedures including employee time and attendance
- 8.5 Performs other (out-of-class) duties consistent with contract/job expectations
- 8.6 Attends ARC, 504, and SEA meetings, when notified, and adheres to all steps of due process

## **Standard 9: Demonstrates Implementation of Technology**

- 9.1 Operates a multimedia computer and peripherals to install and use a variety of software
- 9.2 Uses terminology related to computers and technology appropriately in written and verbal communication
- 9.3 Demonstrates knowledge of the use of technology in business, industry, and society
- 9.4 Uses the computer to do word processing create databases and spreadsheets, access electronic mail and the Internet and make presentations
- 9.5 Uses technology to enhance professional productivity and support instruction
- 9.6 Requests and uses appropriate assistive and adaptive devices for students with special needs
- 9.7 Designs lessons that combine technology and research-based instructional practices
- 9.8 Uses technology to support assessments of student learning