



FORMATIVE CONFERENCE FORM FOR GIFTED AND TALENTED INSTRUCTOR

Evaluatee _____ School _____

Evaluator _____ Position _____

Dates of Conference _____

Standards Performance Criteria	More than one rating may be checked			Professional Growth Comments
	Met	Growth Needed	Not Met	
Standard 1: Implements Curriculum / Plans Instruction				
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 intelligence / skills				
1.5 Selects experiences that are developmentally appropriate and academically 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)				

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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				
2.1 Arranges environment to accommodate individual, small-group, and large-group activities				
2.2 Alters physical arrangement to match planned activities / students' needs				
2.3 Maintains a safe/functional environment that minimizes barriers to learning				

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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				
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				

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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 of accurate, up-to-date information / practices / procedures				
3.12 Provides opportunities for individual and cooperative learning experience				
3.13 Involves all students in learning opportunities				
3.14 Emphasize / repeats essential ideas, concepts, procedures throughout instruction				
3.15 Brings closure to unit / activity then reinforces learning				
Standard 4: Assesses Learning / Activities				
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				

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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 students analysis of unit / lesson activities (reflections, assists in developing scoring guides, etc.)				
Standard 5: Manages Student 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				

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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				
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.				

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Standard 7: Exhibits Professionalism				
7.1 Evaluates self to identify needs for instructional improvement				
7.2 Develops / reviews a professional growth plan congruent with school / district / KERA goals and missions				
7.3 Reviews professional growth plan annually and revise plan as needs / goals change				
7.4 Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, study groups, etc.)				
7.5 Shares instructional materials, information, ideas with colleagues				
7.6 Strives to improve instruction on a consistent basis				
7.7 Maintains appropriate confidentiality regarding students' behaviors and performances				
7.8 Upholds and models Kentucky School Personnel Code of Ethics				
7.9 Encourages professional growth of peers				
7.10 Attains all standards established by the Education Professional Standards Board				
Standard 8: Meets Job Expectations / Descriptions				
8.1 Follows proper channels to address issues and answers				

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8.2 Meets assigned time frames as stipulated				
8.3 Serves on various school / district committee				
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				

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9.7 Designs lessons that combine technology and research-based instructional practices				
9.8 Uses technology to support assessments of student learning				