TESS GIFTED COORDINATOR RUBRIC

*This rubric is designed for use by districts with the specific job description of a gifted coordinator with direct student contact and/or teaching responsibilities. This rubric is not appropriate for a gifted administrator with no classroom teaching responsibilities, nor for the gifted teacher who has no coordinator responsibilities. G/T teachers with classroom teaching responsibilities only will be evaluated using the TESS teacher rubric.

DOMAIN 1: PLANNING AND PREPARATION

	Ineffective	Progressing	Effective	Highly Effective
1a: Demonstrating Knowledge of Content and Pedagogy	**In planning and practice, makes content errors or does not correct errors made by students.** **Plans and practice display little understanding of prerequisite relationships important to student learning.** **Displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.**	Is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. **Plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.** **Plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.**	Displays solid knowledge of the important concepts in the discipline, how these relate to one another. **Plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.** **Plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.**	Displays extensive knowledge of the important concepts in the discipline, how these relate both to one another and to other disciplines. **Plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.** **Plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student**
1a: Critical Attributes	• Makes content errors. • **Does not consider prerequisite relationships when planning**. • Plans use inappropriate strategies for the discipline	• Is familiar with the discipline but does not see conceptual relationships. • **Knowledge of prerequisite relationships is inaccurate or incomplete.** • Lesson & unit plans use limited instructional strategies; some are not be suitable to the content.	• Can identify important concepts of the discipline, and their relationships to one another. • **Provides clear explanations of the content**. • Answers student questions accurately and provides feedback that furthers their learning. • **Seeks out content- related professional development**.	**In addition to the characteristics of "effective,"** • Cites intra- and inter- disciplinary content relationships. • **Is proactive in uncovering student misconceptions and addressing them before proceeding.**
1b: Demonstrating Knowledge of Students	**Demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.**	**Indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.**	**Understands the active nature of student learning, and attains information about levels of development for groups of students. The also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.**	**Actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.**

TESS GIFTED COORDINATOR RUBRIC

DOMAIN 1: PLANNING AND PREPARATION (cont'd)

	Ineffective	Progressing	Effective	Highly Effective
1b: Critical Attributes	• **Does not understand child development characteristics and has unrealistic expectations for students.** • Does not try to ascertain varied ability levels among students in the class. • **Is not aware of student interests or cultural heritages**. • Takes no responsibility to learn about students' medical or learning disabilities.	• **Cites developmental theory, but does not seek to integrate it into lesson planning.** • Is aware of the different ability levels in the class, but tends to teach to the "whole group." • **Recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.** • Is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.	• **Knows for groups of students, their levels of cognitive development** • Is aware of the different cultural groups in the class. • **Has a good idea of the range of interests of students in the class.** • Has identified "high," "medium,: and "low" groups of students within the class. • **Well-informed about students' cultural heritage; incorporates this knowledge in lesson planning.** • Is aware of the special needs represented by students in the class.	**In addition to the characteristics of "effective,"** • Uses ongoing methods to assess students' skill levels and designs instruction accordingly. • **Seeks out information about their cultural heritage from all students.** • Maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

TESS GIFTED COORDINATOR RUBRIC

DOMAIN 1: PLANNING AND PREPARATION (cont'd)				
	Ineffective	**Progressing**	**Effective**	**Highly Effective**
1c: Setting Instructional Outcomes	**Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline.** Outcomes are stated as activities, rather than as student learning. **Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.**	**Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities;** Outcomes reflect several types of learning, but has made no attempt at coordination or integration. **Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.**	**Most outcomes represent rigorous and important learning in the discipline.** All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. **Outcomes reflect several different types of learning and opportunities for coordination.** Outcomes take into account the varying needs of groups of students.	**All outcomes represent rigorous and important learning in the discipline.** The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. **Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.** Outcomes take into account the varying needs of individual students.
1c: Critical Attributes	• **Outcomes lack rigor.** • Outcomes do not represent important learning in the discipline. • **Outcomes are not clear or are stated as activities.** • Outcomes are not suitable for many students in the class.	• **Outcomes represent a mixture of low expectations and rigor.** • Some outcomes reflect important learning in the discipline. • **Outcomes are suitable for most of the class.**	• **Outcomes represent high expectations and rigor.** • Outcomes are related to "big ideas" of the discipline. • **Outcomes are written in terms of what students will learn rather than do**. • Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. • **Outcomes are suitable to groups of students in the class, differentiated where necessary.**	In addition to the characteristics of "proficient," • **Plans reference curricular frameworks or blueprints to ensure accurate sequencing.** • Connects outcomes to previous and future learning • **Outcomes are differentiated to encourage individual students to take educational risks.**

TESS GIFTED COORDINATOR RUBRIC

DOMAIN 1: PLANNING AND PREPARATION (cont'd)

	Ineffective	Progressing	Effective	Highly Effective
1d: Planning Components of the Gifted and Talented Program to Support Educational Services	**Does not attempt to do the job that is described in the approved job description.** There are no clear goals for the instructional support of gifted. **There are no written procedures for the identification process or the Coordinator refuses to implement the procedures.** Does not attempt to create curricular and program options to meet the needs of gifted, K-12. **Shows no evidence of trying to complete program application or does not respond to requested ADE revisions.**	**Attempts with limited success to carry out responsibilities as described in the approved job description.** Goals for the instructional program are basic and only partially suitable for the situation and staff. **Is somewhat inconsistent with implementing the procedures for identification.** Works to create curricular and program options to meet the needs of gifted, K-12, with limited success. completes program application and responds to ADE requested revisions.	**Carries out responsibilities as described in the approved job description.** Goals for the instructional support program are clear and suitable to situation and the needs of staff. **Is consistent with implementing the procedures for identification.** Works to create curricular and program options to meet the needs of gifted, K-12. **Completes program application and responds to ADE requested revisions.**	**Goes beyond the basic responsibilities as described in the approved job description.** Goals for the instructional support program are highly appropriate to the situation and the needs of the staff. **Is consistent with implementing the procedures for identification and actively seeks opportunity for ongoing identification.** Works to create multiple layers of curricular and program options to meet the needs of gifted K-12. **Completes program application and responds to ADE requested revisions.**
1d: Critical Attributes	• **Does not follow the required Program Approval Standards.** • Refuses to complete job assignments as described in approved job description. • **Identification does not follow approved policies.** • Is unaware of any curricular or programming needs for gifted students. • **Does not attempt to complete program application by the deadline date.**	• **Is familiar with the standards but does not consistently use them in planning.** • Has basic goals to meet standards but they are not based on annual feedback. • **There is a basic written plan for identification.** • Program options meet standards but are basic and not regularly evaluated. • **Student records meet minimal ADE requirements.** • There is a scope and sequence for curricular plan.	• **There is a detailed written plan for identification that is implemented with consistency and is available upon request.** • Accepts referrals at any time and processes them in a timely manner. • **Program goals are current and relevant.** • Curricular and programming options are reviewed for success.	In addition to the characteristics of "proficient", • **Routinely coordinates opportunities for the gifted program to be a vital proponent of the educational system.** • Is proactive in locating resources for instructional purposes. • **Utilizes appropriate data to develop the most effective program.** • Has made the identification plan easily accessible in a variety of ways such as website, parent handbook, etc. • **Actively encourages referrals at any time and processes them in a timely manner.**

TESS GIFTED COORDINATOR RUBRIC

DOMAIN 1: PLANNING AND PREPARATION (cont'd)				
	Ineffective	**Progressing**	**Effective**	**Highly Effective**
1e: Designing Coherent Instruction	**The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.** The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. **Instructional groups do not support the instructional outcomes and offer no variety.**	**Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students.** Instructional groups partially support the instructional outcomes, with an effort at providing some variety. **The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.**	**Coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.** The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. **The lesson or unit has a clear structure with appropriate and varied use of instructional groups.**	**Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.** Plans are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. **The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.**
1e:Critical Attributes	• **Learning activities are boring and/or not well aligned to the instructional goals.** • Materials are not engaging or meeting instructional outcomes. • **Instructional groups do not support learning.** • Lesson plans are not structured or sequenced and are unrealistic in their expectations.	• **Learning activities are moderately challenging.** • Learning resources are suitable, but there is limited variety. • **Instructional groups are random or only partially support objectives.** • Lesson structure is uneven or may be unrealistic in terms of time expectations.	• **Learning activities are matched to instructional outcomes.** • Activities provide opportunity for higher-level thinking. • **Provides a variety of appropriately challenging materials and resources.** • Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. • **The plan for the lesson or unit is well structured, with reasonable time allocations.**	In addition to the characteristics of "proficient," • **Activities permit student choice.** • Learning experiences connect to other disciplines. • **Provides a variety of appropriately challenging resources that are differentiated for students in the class.** • Lesson plans differentiate for individual student needs.

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TESS GIFTED COORDINATOR RUBRIC

DOMAIN 1: PLANNING AND PREPARATION (cont'd)			
Ineffective	**Progressing**	**Effective**	**Highly Effective**
1f: Designing Student Assessments **Assessment procedures are not congruent with instructional outcomes.** The proposed approach contains no criteria or standards. **Has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.**	**Some of the instructional outcomes are assessed through the proposed approach, but others are not.** Assessment criteria and standards have been developed, but they are not clear. **Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.** Intends to use assessment results to plan for future instruction for the class as a whole.	**Plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.** Assessment criteria and standards are clear. **Has a well-developed strategy for using formative assessment and has designed particular approaches to be used.** Intends to use assessment results to plan for future instruction for groups of students.	**The plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development.** Assessment methodologies have been adapted for individual students, as needed. **The approach to using formative assessment is well designed and includes student in the use of the assessment information.** Intends to use assessment results to plan future instruction for individual students.
1f: Critical Attributes			
• **Assessments do not match instructional outcomes.** • Assessments have no criteria. • **No formative assessments have been designed.** • Assessment results do not affect future plans.	• **Only some of the instructional outcomes are addressed in the planned assessments.** • Assessment criteria are vague. • **Plans refer to the use of formative assessments, but they are not fully developed.** • Assessment results are used to design lesson plans for the whole class, not individual students.	• **All the learning outcomes have a method for assessment.** • Assessment types match learning expectations. • **Plans indicate modified assessments for some students as needed**. • Assessment criteria are clearly written. • **Plans include formative assessments to use during instruction.** • Lesson plans indicate possible adjustments based on formative assessment data.	In addition to the characteristics of "proficient," • **Assessments provide opportunities for student choice.** • Students participate in designing assessments for their own work. • **Designed assessments are authentic with real-world application, as appropriate.** • Students develop rubrics according to specified learning objectives. • **Students are actively involved in collecting information from formative assessments and provide input.**

TESS GIFTED COORDINATOR RUBRIC

DOMAIN 2: CLASSROOM ENVIRONMENT			
	Ineffective	**Progressing**	**Effective**	**Highly Effective**
2a: Creating an environment of respect and rapport	**Patterns of classroom interactions between the students and Coordinator, as well as among students, are mostly negative, inappropriate or insensitive to students' ages, cultural backgrounds, and developmental levels.** Interactions are characterized by sarcasm, put-downs, or conflict. **Does not deal with disrespectful behavior.**	**Patterns of classroom interactions between the Coordinator and students, as well as among students, are generally appropriate but may reflect occasional inconsistencies.** Favoritism, or disregard for students' ages, cultures, and developmental levels may exist. Students rarely demonstrate disrespect for one another. **Attempts to respond to disrespectful behavior, with uneven results.** The net result of the interactions is neutral: conveying neither warmth nor conflict.	**Student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the Coordinator. Interactions among students are generally polite and respectful.** Responds successfully to disrespectful behavior among students. **The net result of the interactions is polite and respectful, but impersonal.**	**Classroom interactions among the Coordinator and individual students are highly respectful, reflecting genuine warmth and caring. There is sensitivity to students as individuals.** Students exhibit respect for the Coordinator and contribute to high levels of civility among all members of the class. **The net result of interactions is that of connections with students as individuals.**
2a: Critical Attributes	• **Coordinator uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity.** • Students use disrespectful talk towards one another with no response from the . • **There is no familiarity with or caring about individual students' interests or personalities.**	• **The quality of interactions between and students, or among students, is uneven, with occasional disrespect.** • Attempts to respond to disrespectful behavior among students has uneven results. • **Attempts made to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.**	• **Talk between Coordinator and students and among students is uniformly respectful.** • There is response to disrespectful behavior among students. • **The Coordinator makes superficial connections with individual students.**	In addition to the characteristics of "proficient," • **Demonstrates knowledge and caring about individual students' lives beyond school.** • When necessary, students correct one another in their conduct towards classmates. • **There is no disrespectful behavior among students.** • Response to a student's incorrect response respects the student's dignity.

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TESS GIFTED COORDINATOR RUBRIC

DOMAIN 2: CLASSROOM ENVIRONMENT *(continued)*				
	Ineffective	**Progressing**	**Effective**	**Highly Effective**
2b: Establishing a culture for learning	**The classroom culture is characterized by a lack of Coordinator's or student commitment to learning, and/or little or no investment of student energy into the task at hand.** Hard work is not expected or valued. **Medium to low expectations for student achievement are the norm** High expectations for learning reserved for only one or two.	**The classroom culture is characterized by little commitment to learning. The Coordinator appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality."** It is conveyed that student success is the result of natural ability rather than hard work. **High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.**	**The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students.** It is conveyed that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. **Classroom interactions support learning and hard work.**	**The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.** High expectations for learning by all students are conveyed, and the coordinator insists on hard work. **Students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.**
2b: Critical Attributes	• **It is conveyed that the reasons for the work are external or trivializes the learning goals and assignments.** • It is conveyed to at least some students that the work is too challenging for them. • **Students exhibit little or no pride in their work.** • Class time is devoted more to socializing than to learning.	• **Energy for the work is neutral: neither indicating a high level of commitment nor "blowing it off."** • High expectations are conveyed for only some students. • **Students comply with expectations for learning, but don't indicate commitment on their own initiative for the work.** • Many students indicate that they are looking for an "easy path."	• **Coordinator communicates the importance of learning, and that with hard work all students can be successful in it.** • Coordinator demonstrates a high regard for student abilities. • **Coordinator conveys an expectation of high levels of student effort.** • Students expend good effort to complete work of high quality.	In addition to the characteristics of "proficient," • **Coordinator communicates a genuine passion for the subject.** • Students indicate that they are not satisfied unless they have complete understanding. • **Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.** • Students recognize the efforts of their classmates. • **Students take initiative in improving the quality of their work.**

TESS GIFTED COORDINATOR RUBRIC

DOMAIN 2: CLASSROOM ENVIRONMENT *(continued)*				
	Ineffective	**Progressing**	**Effective**	**Highly Effective**
2c: Managing classroom procedures	**Much instructional time is lost due to inefficient classroom routines and procedures.** There is little or no evidence of managing instructional groups, transitions, and/or the handling of materials and supplies effectively. **There is little evidence that students know or follow established routines.**	**Some instructional time is lost due to only partially effective classroom routines and procedures.** Management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. **With regular guidance and prompting, students follow established routines.**	**There is little loss of instructional time due to effective classroom routines and procedures.** Management of instructional groups and/or the handling of materials and supplies are consistently successful. **With minimal guidance and prompting, students follow established classroom routines.**	**Instructional time is maximized due to efficient classroom routines and procedures.** Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. **Routines are well understood and may be initiated by students.**
2c: Critical Attributes	• **Students not working with the Coordinator are disruptive to the class.** • There are no established procedures for distributing and collecting materials. • **Procedures for other activities are confused or chaotic.**	• **Small groups are only partially engaged while not working directly with the Coordinator.** • Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. • **Classroom routines function unevenly.**	• **The students are productively engaged during small group work.** • Transitions between large and small group activities are smooth. • **Routines for distribution and collection of materials and supplies work efficiently.** • Classroom routines function smoothly.	In addition to the characteristics of "proficient," • **Students take the initiative with their classmates to ensure that their time is used productively.** • Students themselves ensure that transitions and other routines are accomplished smoothly. • **Students take initiative in distributing and collecting materials efficiently**

TESS GIFTED COORDINATOR RUBRIC

DOMAIN 2: CLASSROOM ENVIRONMENT *(continued)*			
	Ineffective	**Progressing**	**Effective**	**Highly Effective**
2d: Managing student behavior	**There appear to be no established standards of conduct, and little or no monitoring of student behavior.** Students challenge the standards of conduct. **Response to students' misbehavior is repressive, or disrespectful of student dignity.**	**Standards of conduct appear to have been established, but their implementation is inconsistent. tries, with uneven results, to monitor student behavior and respond to student misbehavior.** There is inconsistent implementation of the standards of conduct.	**Student behavior is generally appropriate.** Student behavior is monitored against established standards of conduct. **Response to student misbehavior is consistent, proportionate, and respectful to students. It is effective.**	**Student behavior is entirely appropriate.** Students take an active role in monitoring their own behavior and that of other students against standards of conduct. **Monitoring of student behavior is subtle and preventive.** Response to student misbehavior is sensitive to individual student needs, respects students' dignity.
2d: Critical Attributes	**The classroom environment is chaotic, with no apparent standards of conduct.** - The Coordinator does not monitor student behavior. **Some students violate classroom rules, without apparent awareness.** - When the Coordinator notices student misbehavior, s/he appears helpless to do anything about it.	**Attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.** - Attempts to keep track of student behavior, but with no apparent system. **Response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.**	**Standards of conduct appear to have been established.** - Student behavior is generally appropriate. **The Coordinator frequently monitors student behavior.** - Response to student misbehavior is effective. **Coordinator acknowledges good behavior**	**In addition to the characteristics of "proficient,"** **Student behavior is entirely appropriate; no evidence of student misbehavior.** - The Coordinator monitors student behavior without speaking – just moving about. **Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.**

TESS GIFTED COORDINATOR RUBRIC

DOMAIN 2: CLASSROOM ENVIRONMENT *(continued)*			
	Ineffective	**Progressing**	**Effective**	**Highly Effective**
2e: Organizing physical space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. Use of physical resources, including computer technology, is moderately effective. **There may be an attempt to modify the physical arrangement to suit learning activities, with partial success.**	The classroom is safe, and learning is accessible to all students. The Coordinator ensures that the physical arrangement is appropriate to the learning activities. **There is effective use of physical resources, including computer technology.**	The classroom is safe, and learning is accessible to all students including those with special needs. There is effective use of physical resources, including computer technology. **The Coordinator ensures that the physical arrangement is appropriate to the learning activities.** Students contribute to the use or adaptation of the physical environment to advance learning.
2e: Critical Attributes	• **There are physical hazards in the classroom, endangering student safety.** • Many students can't see or hear the Coordinator or the board. • **Available technology is not being used, even if available and its use would enhance the lesson.**	• **The physical environment is safe, and most students can see and hear.** • The physical environment is not an impediment to learning, but does not enhance it. • **The Coordinator makes limited use of available technology and other resources.**	• **The classroom is safe, and all students are able to see and hear.** • The classroom is arranged to support the instructional goals and learning activities. • **There is appropriate use of available technology.**	In addition to the characteristics of "proficient," • **Modifications are made to the physical environment to accommodate students with special needs.** • There is total alignment between the goals of the lesson and the physical environment. • **Students take the initiative to adjust the physical environment.** • Coordinator and students make extensive and imaginative use of available technology

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TESS GIFTED COORDINATOR RUBRIC

	DOMAIN 3: INSTRUCTION			
	Ineffective	Progressing	Effective	Highly Effective
3a: Communicating with students	**The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing.** The explanation of the content contains major errors. **Spoken or written language contains errors of grammar or syntax.** Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	**Attempts to explain the instructional purpose have only limited success, and/or directions and procedures must be clarified after initial student confusion.** The explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. **Coordinator's explanation consists of a monologue, with no invitation to the students for intellectual engagement.** Spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	**The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly.** The explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. **During the explanation of content, the Coordinator invites student intellectual engagement.** Spoken and written language is clear and correct. **Vocabulary is appropriate to the students' ages and interests.**	**The instructional purpose of the lesson is linked to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.** The explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. **Students contribute to extending the content, and in explaining concepts to their classmates.** Spoken and written language is expressive, and the Coordinator finds opportunities to extend students' vocabularies.
3a: Critical Attributes	• **At no time during the lesson does the Coordinator convey to the students what they will be learning.** • Students indicate through their questions that they are confused as to the learning task. • **The Coordinator makes a serious content error that will affect students' understanding of the lesson.** • Students indicate through body language or questions that they do not understand the content being presented. • **Communications include errors of vocabulary or usage.** • Vocabulary is inappropriate to the age or culture of the students.	• **The Coordinator refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.** • The Coordinator must clarify the learning task so students can complete it. • **The Coordinator makes no serious content errors, although a minor error may be made.** • Explanation of the content consists of a monologue or is purely procedural with minimal participation by students. • **Vocabulary and usage are correct but unimaginative.** • Vocabulary is too advanced or juvenile for the students.	• **The Coordinator states clearly, at some point during the lesson, what the students will be learning.** • If appropriate, the process is modeled to be followed in the task. • **Students engage with the learning task, indicating that they understand what they are to do.** • There are no content errors. • **Explanation of content is clear, and invites student participation and thinking.** • Vocabulary and usage are correct and completely suited to the lesson. • **Vocabulary is appropriate to the students' ages and levels of development.**	In addition to the characteristics of "proficient," • **The Coordinator points out possible areas for misunderstanding.** • Content is explained clearly and imaginatively, using metaphors and analogies to bring content to life. • **All students seem to understand the presentation.** • The Coordinator invites students to explain the content to the class, or to classmates. • **Rich language is used, offering brief vocabulary lessons where appropriate.**

TESS GIFTED COORDINATOR RUBRIC

DOMAIN 3: INSTRUCTION *(continued)*			
	Ineffective	**Progressing**	**Effective**	**Highly Effective**
3b: Using questioning / prompts and discussion	**Questions are of low cognitive challenge, single correct responses, and asked in rapid succession.** Interaction between Coordinator and students is predominantly recitation style, with the Coordinator mediating all questions and answers. **A few students dominate the discussion.**	**Questions lead students through a single path of inquiry, with answers seemingly determined in advance.** Alternatively, attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. **The Coordinator attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.**	**While the Coordinator may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding.** A genuine discussion is created among students, providing adequate time for students to respond, and stepping aside when appropriate. **Coordinator successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.**	**Coordinator uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition.** Students formulate many questions, initiate topics and make unsolicited contributions. **Students themselves ensure that all voices are heard in the discussion.**
3b: Critical Attributes	• **Questions are rapid-fire, and convergent, with a single correct answer.** • Questions do not invite student thinking. • **All discussion is between and students; students are not invited to speak directly to one another.** • A few students dominate the discussion.	• **Some questions are designed to promote student thinking, but only a few students are involved**. • The Coordinator invites students to respond directly to one another's ideas, but few students respond. • **Coordinator calls on many students, but only a small number actually participate in the discussion.**	• **Open-ended questions are used, inviting students to think and/or have multiple possible answers.** • There is effective use of wait time. • **The Coordinator builds on student responses to questions effectively.** • Discussions enable students to talk to one another, without ongoing mediation by the Coordinator . • **Most students are called-on, even those who don't initially volunteer.** • Many students actively engage in the discussion.	In addition to the characteristics of "proficient," • **Students initiate higher-order questions.** • Students extend the discussion, enriching it. • **Students invite comments from their classmates during a discussion.**

TESS GIFTED COORDINATOR RUBRIC

DOMAIN 3: INSTRUCTION *(continued)*

	Ineffective	Progressing	Effective	Highly Effective
3c: Engaging students in learning	**The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses.** The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	**The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant.** The pacing of the lesson may not provide students the time needed to be intellectually engaged.	**The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with scaffolding to support that engagement.** The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	**Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding. The content is fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content.** The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. **Students may have some choice in how they complete tasks and may serve as resources for one another.**
3c: Critical Attributes	• **Few students are intellectually engaged in the lesson.** • Learning tasks require only recall or have a single correct response or method. • **The materials used ask students only to perform rote tasks.** • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • **Instructional materials used are unsuitable to the lesson and/or the students.** • The lesson drags, or is rushed.	• **Some students are intellectually engaged in the lesson**. • Learning tasks are a mix of those requiring thinking and recall. • **Student engagement with the content is largely passive, learning primarily facts or procedures.** • Students have no choice in how they complete tasks. • Different instructional groupings are used; these are partially successful in achieving the lesson objectives. • **The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.** • The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.	• **Most students are intellectually engaged in the lesson.** • Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking • **Students have some choice in how they complete learning tasks.** • There is a mix of different types of groupings, suitable to the lesson objectives. • **Materials and resources support the learning goals and require intellectual engagement, as appropriate.** • The pacing of the lesson provides students the time needed to be intellectually engaged	In addition to the characteristics of "proficient," • **Virtually all students are highly engaged in the lesson.** • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs • **Students suggest modifications to the grouping patterns used.** • Students have extensive choice in how they complete tasks. • **Students suggest modifications or additions to the materials being used.** • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

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	Ineffective	Progressing	Effective	Highly Effective
3d: Using Assessment in Instruction	**There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality.** Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	**Assessment is used sporadically to support instruction, through some monitoring of progress of learning. Feedback to students is general.** Students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. **Questions/prompts/ assessments are rarely used to diagnose evidence of learning.**	**Assessment is regularly used during instruction, through monitoring of progress of learning resulting in accurate, specific feedback that advances learning.** Students appear to be aware of the assessment criteria; some of them engage in self-assessment. **Questions/prompts / assessments are used to diagnose evidence of learning**	**Assessment is fully integrated into instruction, through extensive use of formative assessment.** Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. **Students self-assess and monitor their progress. A variety of feedback, from both the Coordinator and peers, is accurate, specific, and advances learning.** Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.
3d: Critical Attributes	• **There is no indication of what high quality work looks like.** • There is no effort to determine whether students understand the lesson. • **Feedback is only global.** • Students are not asked to evaluate their own or classmates' work.	• **There is little evidence that the students understand how their work will be evaluated.** • Monitors understanding through a single method, or without eliciting evidence of understanding from all students • **The Coordinator requests global indications of student understanding**. • Feedback to students is not uniformly specific, not oriented towards future improvement of work. • **Only minor attempts are made to engage students in self- or peer-assessment.** • Attempts to adjust the lesson are partially successful.	• **Students indicate that they clearly understand the characteristics of high-quality work.** • Evidence of student understanding is elicited during the lesson. Students are invited to assess their own work and make improvements. • **Feedback includes specific and timely guidance for at least groups of students.** • The Coordinator attempts to engage students in self- or peer-assessment. • **When necessary, the Coordinator makes adjustments to the lesson to enhance understanding by groups of students.**	**In addition to the characteristics of "proficient,"** • **There is evidence that students have helped establish the evaluation criteria.** • Monitoring of student understanding is sophisticated and continuous: the Coordinator is constantly "taking the pulse" of the class. • **There is frequent use of strategies to elicit information about individual student understanding.** • Feedback to students is specific and timely, and is provided from many sources, including other students. • **Students monitor their own understanding, either on their own initiative or as a result of tasks set by the Coordinator .** • Adjustments to the lesson are designed to assist individual students.

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DOMAIN 3: INSTRUCTION *(continued)*

	Ineffective	Progressing	Effective	Highly Effective
3e: Demonstrating flexibility and responsiveness	**Coordinator adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest.** Student questions are ignored; when students have trouble, the blame is on students or their home environment.	**Attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.** The Coordinator accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	**The successful learning of all students is promoted, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests.** The Coordinator persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	**The Coordinator seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings.** The Coordinator persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
3e: Critical Attributes	• **Indications of student boredom or lack of understanding are ignored.** • Student questions are brushed aside. • **There is no attempt to incorporate student interests into the lesson.** • The Coordinator conveys to students that when they have difficulty learning, it is their fault. • **In reflecting on practice, there is no indication that it is important to reach all students.**	• **Efforts to modify the lesson are only partially successful.** • Perfunctory attempts are made to incorporate student questions and interests into the lesson. • **The Coordinator conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.** • In reflecting on practice, the Coordinator indicates the desire to reach all students, but does not suggest strategies to do so.	• **The Coordinator successfully makes a minor modification to the lesson.** • Students' interests and questions are incorporated into the heart of the lesson. • **The Coordinator conveys to students that s/he has other approaches to try when the students experience difficulty.** • In reflecting on practice, the Coordinator cites multiple approaches undertaken to reach students having difficulty.	In addition to the characteristics of "proficient," • **The Coordinator successfully executes a major lesson readjustment when needed**. • Coordinator seizes on a teachable moment to enhance a lesson. • **The Coordinator conveys to students that s/he will not consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use.** • In reflecting on practice, the Coordinator can cite others in the school and beyond who s/he has contacted for assistance in reaching some students.

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Domain 4: Professional Responsibilities

	Ineffective	Progressing	Effective	Highly Effective
4a: Reflecting on Teaching	**The Coordinator does not know whether a lesson was effective or achieved its instructional outcomes, or the Coordinator profoundly misjudges the success of a lesson.** The Coordinator has no suggestions for how a lesson could be improved.	**The Coordinator has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.** The Coordinator makes general suggestions about how a lesson could be improved.	**The Coordinator makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.** The Coordinator makes a few specific suggestions of what could be tried another time the lesson is taught.	**The Coordinator makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.** Drawing on an extensive repertoire of skills, the Coordinator offers specific alternative actions, complete with the probable success of different courses of action.
4a: Critical Attributes	• **The Coordinator considers the lesson but draws incorrect conclusions about its effectiveness.** • The Coordinator makes no suggestions for improvement.	• **The Coordinator has a general sense of whether or not instructional practices were effective.** • **The Coordinator offers general modifications for future instruction.**	• **The Coordinator accurately assesses the effectiveness of instructional activities used** • The Coordinator identifies specific ways in which a lesson might be improved.	**In addition to the characteristics of "proficient,"** • **The Coordinator's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness** • The Coordinator's suggestions for improvement draw on an extensive repertoire.

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Domain 4: Professional Responsibilities *(continued)*			
	Ineffective	**Progressing**	**Effective**	**Highly Effective**
4b: Managing Relevant Gifted and Talented Program Documentation and Evaluation	**Little or no evidence for onsite monitoring exists.** There is no evidence of a written evaluation plan. **The Coordinator ignores student growth in the evaluation process.** No evidence of program evaluation exists.	**Evidence for onsite monitoring is disorganized or has some pieces missing.** The Coordinator has a minimal evaluation plan that addresses both program evaluation and student growth. **Evidence of yearly program evaluation exists.**	**Evidence for onsite monitoring is organized and comprehensive.** The Coordinator has an evaluation plan that addresses both program evaluation and student growth and seeks feedback from all stakeholders. **Data for both program evaluation and student growth evaluation exists and is used to revise program goals.**	**Evidence for onsite monitoring provides a holistic view of all facets of the gifted program, including exemplary student work, program highlights, successes, student growth evidence, etc.** The Coordinator has a fluid evaluation plan that uses a variety of instruments to seek data to address both program evaluation and student growth. **Data for both program evaluation and student growth evaluation exists and is used to revise program goals and improve services to students and stakeholders.**
4b:Critical Attributes	• **The Coordinator does not collect onsite-monitoring evidence.** • The Coordinator refuses to locate or create an evaluation plan. • **The Coordinator does not collect any data for the purpose of evaluation.**	• **The Coordinator has attempted at collecting evidence for onsite monitoring, but shows little organization of that evidence.** • There is a minimal evaluation plan. • **The Coordinator minimally addresses or utilizes the results of the program evaluation.**	• **The Coordinator collects and organizes evidence for onsite monitoring.** • There is a complete evaluation plan that addresses both program evaluation and student growth. • **The Coordinator follows the evaluation plan with fidelity and uses the data to revise program goals.**	**In addition to the characteristics of "proficient,"** • **The Coordinator exceeds ADE requirements by highlighting exemplary components of the gifted program in evidence for onsite monitoring.** • The Coordinator uses the evaluation data in collaboration with other stakeholders to improve services to students and stakeholders. • **The comprehensive evaluation results are purposefully disseminated to the various stakeholders.**

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Domain 4: Professional Responsibilities *(continued)*

	Ineffective	Progressing	Effective	Highly Effective
4c: Communicating with Families	**Coordinator communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate.** The Coordinator makes no attempt to engage families in the instructional program.	**The Coordinator makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program.** Communications are one-way and not always appropriate to the cultural norms of those families.	**The Coordinator communicates frequently with families about the instructional program and conveys information about individual student progress.** The Coordinator makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner.	**The Coordinator's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.** Response to family concerns is handled with professional and cultural sensitivity. **The Coordinator's efforts to engage families in the instructional program are frequent and successful.**
4c: Critical Attributes	• **Little or no information regarding instructional program available to parents**. • Families are unaware of their children's progress. • **Lack of family engagement activities.** • Culturally inappropriate communication	• **School or district-created materials about the instructional program are sent home**. • Infrequent or incomplete information sent home by the Coordinator about the instructional program. • **The Coordinator maintains school-required grade book but does little else to inform families about student progress.** • The Coordinator's communications are sometimes inappropriate to families' cultural norms.	• **Information about the instructional program is available on a regular basis.** • The Coordinator sends information about student progress home on a regular basis. • **The Coordinator develops activities designed to successfully engage families in their children's learning, as appropriate.**	**In addition to the characteristics of "proficient,"** • **On a regular basis, students develop materials to inform their families about the instructional program.** • Students maintain accurate records about their individual learning progress and frequently share this information with their families. • **Students contribute to regular and ongoing projects designed to engage families in the learning process.**

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Domain 4: Professional Responsibilities *(continued)*				
	Ineffective	**Progressing**	**Effective**	**Highly Effective**
4d: Participating in a Professional Community	**The Coordinator's relationships with colleagues are negative or self-serving.** The Coordinator avoids participation in a professional culture of inquiry, resisting opportunities to become involved. **The Coordinator avoids becoming involved in school events or school and district projects.**	**The Coordinator maintains cordial relationships with colleagues to fulfill duties that the school or district requires.** The Coordinator becomes involved in the school's culture of professional inquiry when invited to do so. **The Coordinator participates in school events and school and district projects when specifically asked.**	Relationships with colleagues are characterized by mutual support and cooperation; the Coordinator actively participates in a culture of professional inquiry. The Coordinator volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the Coordinator taking initiative in assuming leadership among the faculty. The Coordinator takes a leadership role in promoting a culture of professional inquiry. **The Coordinator volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.**
4d: Critical Attributes	• **The Coordinator's relationship with colleagues is characterized by negativity or combativeness**. • The Coordinator purposefully avoids contributing to activities promoting professional inquiry. • **The Coordinator avoids involvement in school activities and school district and community projects.**	• **The Coordinator has pleasant relationship with colleagues.** • When invited, the Coordinator participates in activities related to professional inquiry. • **When asked, the Coordinator participates in school activities, and school district and community projects.**	• **The Coordinator has supportive and collaborative relationships with colleagues.** • The Coordinator regularly participates in activities related to professional inquiry. • **The Coordinator frequently volunteers to participate in school events, school, district, and community projects.**	In addition to the characteristics of "proficient," • **The Coordinator takes a leadership role in promoting activities related to professional inquiry.** • The Coordinator regularly contributes to and leads events that positively affect school life. • **The Coordinator regularly contributes to and leads significant school district and community projects.**

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Domain 4: Professional Responsibilities *(continued)*				
	Ineffective	**Progressing**	**Effective**	**Highly Effective**
4e: Growing and Developing Professionally	**The Coordinator engages in no professional development activities to enhance knowledge or skill.** The Coordinator resists feedback on teaching performance from either supervisors or colleagues that are more experienced. **The Coordinator makes no effort to share knowledge with others or to assume professional responsibilities.**	**The Coordinator participates in professional activities to a limited extent when they are convenient.** The Coordinator accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. **The Coordinator finds limited ways to contribute to the profession**	**The Coordinator seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.** The Coordinator welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. **The Coordinator participates actively in assisting other educators**	**The Coordinator seeks out opportunities for professional development and makes a systematic effort to conduct action research.** The Coordinator seeks out feedback on teaching from both supervisors and colleagues. **The Coordinator initiates important activities to contribute to the profession.**
4e: Critical Attributes	• **The Coordinator is not involved in any activity that might enhance knowledge or skill.** • The Coordinator purposefully resists discussing performance with supervisors or colleagues. • **The Coordinator ignores invitations to join professional organizations or to attend conferences.**	• **The Coordinator participates in professional activities when required or when provided by the school district.** • The Coordinator reluctantly accepts feedback from supervisors and colleagues. • **The Coordinator contributes in a limited fashion to educational professional organizations.**	• **The Coordinator seeks regular opportunities for continued professional development.** • The Coordinator welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback. • **The Coordinator actively participates in professional organizations designed to contribute to the profession.**	**In addition to the characteristics of "proficient,"** • **The Coordinator seeks regular opportunities for continued professional development, including initiating action research.** • The Coordinator actively seeks feedback from supervisors and colleagues. • **The Coordinator takes an active leadership role in professional organizations in order to contribute to the teaching profession.**

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Domain 4: Professional Responsibilities *(continued)*			
	Ineffective	**Progressing**	**Effective**	**Highly Effective**
4f: Showing Professionalism	**The Coordinator displays dishonesty in interactions with colleagues, students, and the public.** The Coordinator is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. **The Coordinator makes decisions and recommendations based on self-serving interests.** The Coordinator does not comply with school and/or district regulations.	**The Coordinator is honest in interactions with colleagues, students, and the public.** The Coordinator's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. **The Coordinator's decisions and recommendations are based on limited though genuinely professional considerations.** The Coordinator complies minimally with school and district regulations, doing just enough to get by.	**The Coordinator displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.** The Coordinator is active in serving students, working to ensure that all students receive a fair opportunity to succeed. **The Coordinator maintains an open mind in team or departmental decision-making.** The Coordinator complies fully with school and district regulations.	**The Coordinator can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.** The Coordinator is highly proactive in serving students, seeking out resources when needed. **The Coordinator makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.** The Coordinator takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. **The Coordinator complies fully with school and district regulations, taking a leadership role with colleagues.**
4f: Critical Attributes	**The Coordinator is dishonest.** - The Coordinator does not notice the needs of students. **The Coordinator engages in practices that are self-serving.** - The Coordinator willfully rejects school district regulations.	**The Coordinator is honest.** - The Coordinator notices the needs of students, but is inconsistent in addressing them. **The Coordinator does not notice that some school practices result in poor conditions for students.** - The Coordinator makes decisions professionally, but on a limited basis. **The Coordinator complies with school district regulations.**	**The Coordinator is honest and known for having high standards of integrity.** - The Coordinator actively addresses student needs. **The Coordinator actively works to provide opportunities for student success.** - The Coordinator willingly participates in team and departmental decision-making. **The Coordinator complies completely with school district regulations.**	**The Coordinator is considered a leader in terms of honesty, integrity, and confidentiality.** - The Coordinator is highly proactive in serving students. **The Coordinator makes a concerted effort to ensure opportunities are available for all students to be successful.** - The Coordinator takes a leadership role in team and departmental decision-making. **The Coordinator takes a leadership role regarding school district regulations.**

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Domain 4: Professional Responsibilities *(continued)*			
	Ineffective	**Progressing**	**Effective**	**Highly Effective**
4g: Promoting Gifted Education Through Public Awareness and Advocacy	**The Coordinator's relationships with colleagues are negative or self- serving, and/or the Coordinator avoids being involved in school and district events and projects.** The Coordinator provides no opportunities for community awareness and involvement. **There is no evidence of annual advisory committee meetings.**	**The Coordinator's relationships with colleagues are cordial, and the Coordinator participates in school and district events and projects when specifically requested.** The Coordinator makes sporadic attempts to provide opportunities for community awareness and involvement for parents, school board, and the community at large. **Advisory committee meets annually.**	**The Coordinator participates actively in school and district events and projects and maintains positive productive relationships with colleagues.** The Coordinator frequently provides opportunities for community awareness and involvement for parents, school board, and the community at large. **An advisory committee with multiple community members led by the Coordinator meets more than once a year.**	**The Coordinator makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.** The Coordinator provides frequent and meaningful opportunities for community awareness and involvement with parents, school board, and the community at large**.** **An advisory committee with a cross section of community members meets regularly and is instrumental in advocating for and strengthening the gifted program.**
4g: Critical Attributes	• **There is evidence of poor relationships between and the professional community and/or there is no evidence of involvement in school/district events or projects.** • There is no evidence the Coordinator provides counsel on the needs of gifted students for community stakeholders. • **There is no evidence of annual advisory committee meeting for the gifted program.**	• **The Coordinator has cordial relationships with colleagues and participates in school/district events and projects when asked.** • There is some evidence that the Coordinator communicates with stakeholders and provides counsel regarding the needs of gifted students. • **There are minutes and attendance records for an annual advisory committee meeting.**	• **There is evidence of positive relationships between the Coordinator and colleagues and the Coordinator actively participates in school/district events and projects.** • There is evidence of frequent two-way communication between and community stakeholders. • **There are minutes and attendance records for multiple advisory committee meetings.**	**In addition to the characteristics of "proficient,"** • **A collegial culture is evident with all colleagues in which the Coordinator takes a leadership role.** • The Coordinator provides opportunities for community stakeholders to be actively engaged in improving the local gifted program. • **The advisory committee works with the Coordinator to advocate and strengthen the gifted program.**

TESS GIFTED COORDINATOR RUBRIC

	Ineffective	Progressing	Effective	Highly Effective
Domain 4: Professional Responsibilities *(continued)*				
4h: Professional Development	There is little or no evidence of plans for professional development. If existing, the Coordinator adheres to plan, in spite of evidence of its inadequacy. **The GT Coordinator does not seek opportunities to provide professional development.**	There is a plan for professional development, but it lacks coherence or an over-all structure. The Coordinator makes modest change in the plan when needed. The GT Coordinator conducts and/or facilitates some professional development (formal and/or informal) for district staff, but the training is disjointed and/or disconnected.	There is a well-designed written plan for professional development based on the learning needs of local gifted students and needs of stakeholders. The Coordinator revises the plan based on specific evidence need. **The GT Coordinator consistently follows the plan and conducts and/or facilitates professional development (formal and/or informal) for administrators, teachers and support staff.**	There is a detailed written plan that spans multiple years for professional development based on student data. This plan is highly coherent and has been developed following consultation with administrators and teachers. The Coordinator actively seeks ways to modify and adjust the plan to be more effective. **The GT Coordinator conducts and/or facilitates consistent training (formal and /or informal) not only for local stakeholders, but also at the co-op, state, or national level.** The GT Coordinator strives to serve as an integral role in the professional development plan for the school district.
4h:Critical Attributes	• **Professional development plan is non-existent or inadequate.** • The GT Coordinator makes no attempts to provide professional development.	• **The professional development plan does not take into account the needs of local students.** • The modifications to the plan are not tied to specific critical issues. • **The Coordinator takes opportunities provided for him/her to deliver professional development.**	• **The plan for professional development is well designed based on data.** • Some attempt has been made to include it in the district professional development plan. • **The Coordinator follows the professional development plan accurately and consistently and modifies when appropriate.** • The Coordinator seeks opportunities to address a variety of staff members.	In addition to the characteristics of "proficient," • **The Coordinator provides consistent training with follow-up to all district stakeholders.** • The Coordinator actively seeks opportunities to integrate the needs of gifted learners with the school district's overarching professional learning goals. • **The Coordinator seeks opportunities to share expertise outside local stakeholder group.**

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