

## GIFTED COORDINATOR FRAMEWORK

<p style="text-align: center;"><b>Domain 1: PLANNING AND PREPARATION</b></p> <p><b>1a Demonstrating Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Content knowledge • Prerequisite relationships • Content pedagogy</li> </ul> <p><b>1b Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>• Child development • Learning process • Special needs</li> <li>• Student skills, knowledge &amp; proficiency</li> <li>• Interests &amp; cultural heritage</li> </ul> <p><b>1c Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>• High expectations • Rigorous &amp; important learning</li> <li>• Clear Outcomes • Range of outcomes</li> </ul> <p><b>1d Planning Components of the Gifted and Talented Program to Support Educational Services</b></p> <ul style="list-style-type: none"> <li>• Job responsibilities • Program Application</li> <li>• Program goals • Identification implementation</li> </ul> <p><b>1e Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>• Learning experiences • Learning activities • Structure • Diversity</li> </ul> <p><b>1f Designing Student Assessments</b></p> <ul style="list-style-type: none"> <li>• Outcomes alignment • Criteria &amp; Standards • Use of results</li> </ul>	<p style="text-align: center;"><b>Domain 2: THE CLASSROOM ENVIRONMENT</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>• Coordinator interaction with students • Student interaction with students</li> </ul> <p><b>2b Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>• Importance of learning • Expectations for learning &amp; achievement</li> <li>• Student responsibility</li> </ul> <p><b>2c Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>• Routines &amp; procedures • Instructional Groups • Transitions</li> <li>• Materials &amp; supplies</li> </ul> <p><b>2d Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>• Expectations • Monitoring behavior • Response to misbehavior</li> </ul> <p><b>2e Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>• Safety • Learning accessibility • Physical arrangement and/or adaptation</li> </ul>
<p style="text-align: center;"><b>Domain 4: PROFESSIONAL RESPONSIBILITIES</b></p> <p><b>4a Reflecting on Teaching</b></p> <ul style="list-style-type: none"> <li>• Accuracy • Evidence • Use in planning</li> </ul> <p><b>4b Managing Relevant Gifted and Talented Program Documentation and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Monitoring evidence • Program evaluation • Student growth evaluation</li> <li>• Use of data</li> </ul> <p><b>4c Communicating with Families</b></p> <ul style="list-style-type: none"> <li>• Instructional program • Individual students</li> <li>• Family engagement • Communication success</li> </ul> <p><b>4d Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>• Relationships with colleagues • Leadership initiative</li> <li>• Service to school and district</li> </ul> <p><b>4e Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>• Appropriate professional development activity • Feedback on teaching</li> <li>• Service to the profession</li> </ul> <p><b>4f Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>• Ethical standards • Proactive peer &amp; student service</li> <li>• Regulation compliance</li> </ul> <p><b>4g Promoting Gifted Education Through Public Awareness and Advocacy</b></p> <ul style="list-style-type: none"> <li>• Contribution to school/district events • Peer leadership</li> <li>• Stakeholder collaboration • Advisory committee</li> </ul> <p><b>4h Professional Development</b></p> <ul style="list-style-type: none"> <li>• Plan design • Plan implementation • Sharing expertise</li> </ul>	<p style="text-align: center;"><b>Domain 3: INSTRUCTION</b></p> <p><b>3a Communicating with Students</b></p> <ul style="list-style-type: none"> <li>• Content and procedures • Student engagement</li> <li>• Oral &amp; written language use</li> </ul> <p><b>3b Using Questioning/Prompts and Discussion</b></p> <ul style="list-style-type: none"> <li>• Question quality • Use of student responses</li> <li>• Discussion techniques • Student participation</li> </ul> <p><b>3c Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>• Activity &amp; outcome alignment • Student engagement</li> <li>• Support for engagement • Pacing</li> </ul> <p><b>3d Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>• Assessment use • Assessment criteria • Monitoring of learning</li> <li>• Diagnosis of evidence</li> </ul> <p><b>3e Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Lesson adjustment • Differentiation</li> <li>• Persistence • Use of resources</li> </ul>

