



## GIFTED COORDINATOR AWARD RUBRIC

<i>Selection Criteria</i>		<i>Restrictions Required</i>		<i>Notes</i>
Selection is based on <b>evidence</b> of significant contributions to gifted education in his/her district. This contribution may include: <ul style="list-style-type: none"> <li>• Development of district-wide gifted education programming that meets the needs of students</li> <li>• Development is district-wide identification practices that minimize bias and effectively recognize students from all races, cultures, and socio-economic groups</li> <li>• Articulation and coordination of programming designed to meet the academic and affective needs of gifted learners</li> <li>• Professional development and support to teachers and principals related to the needs of gifted learners</li> <li>• Advocacy within the district for gifted education services and other student needs</li> </ul>		1. The nominee must currently serve in the position of district coordinator/administrator or have served in that position during the previous 12 months 2. The nominees work focus is primarily gifted education 3. The nominee must influence gifted programming for the entire district (not just one school within the district)		
		<b>Required materials submitted</b>		
		Nomination form: <input type="checkbox"/> Yes <input type="checkbox"/> No  Two letters of recommendation: <input type="checkbox"/> Yes <input type="checkbox"/> No		
<b>Criteria to be Considered</b>	<b>Meets</b>	<b>Exceeds</b>	<b>Outstanding</b>	<b>Comments</b>
<b>Identification</b>	Describes and shows evidence of implementation of identification policies and procedures to identify students with gifts and talents	Describes and shows evidence of implementation of culturally, linguistically and ethnically fair identification policies and procedures to address potential areas of bias or cultural differences that can exclude diverse populations	Based on district needs, describes and shows evidence of development/selection and implementation of alternative identification (culturally, linguistically and ethnically fair ) policies and procedures to attend to potential bias in the identification process and show a more inclusive identification process, particularly for cultural diverse, linguistic and ethnic groups	

<b>Criteria to be Considered</b>	<b>Meets</b>	<b>Exceeds</b>	<b>Outstanding</b>	<b>Comments</b>
<b><i>Talent Spotting</i></b>	Provides evidence of how he/she encouraged learning opportunities in classrooms for all students through providing opportunities for students to demonstrate characteristics and behaviors associated with giftedness	Provides evidence of how he/she encouraged learning opportunities in classrooms and throughout the school day for all students to engage in learning experiences that encouraged the demonstration of gifted characteristics and behaviors	Provides evidence of how he/she designed a culture of talent development within the district through a systematic plan for learning experiences within classroom and throughout the school day to encourage and support the demonstration of gifted characteristics and behaviors	
<b><i>Programming Options</i></b>	Shows with evidence how he/she developed & expanded programming options for students based on best practices gifted education	Shows with evidence how he/she developed, expanded and improved the alignment of programming options based on best practices in gifted education	Shows with evidence how he/she developed, expanded and improved a continuum of aligned programming options based on best practices and evidence-based research in gifted education	
<b><i>Cognitive and Affective Needs</i></b>	Provides evidence of how he/she used a variety of services to meet cognitive and affective needs of students with gifts and talents	Provides evidence of how he/she identified and selected services to meet the cognitive and affective needs of students with gifts and talents	Provides evidence of how he/she identified and selected a continuum of services to meet the cognitive and affective needs of students with gifts and talents	
<b><i>Curriculum and Instruction Strategies</i></b>	Shows with evidence how he/she adopted appropriate curriculum & instruction strategies to meet the needs of students with gifts & talents	Shows with evidence how he/she designed, developed and adopted appropriate curriculum & instruction strategies to meet the needs of students with gifts & talents	Shows with evidence how he/she designed, developed and adopted appropriate curriculum & instruction strategies to meet the needs of students with gifts & talents and included the needs of underrepresented students	
<b><i>Student Support Efforts</i></b>	Shows with evidence how he/she provided scaffolding to diverse populations or twice exceptional learners	Shows with evidence how he/she identified needs and provided scaffolding to diverse populations or twice exceptional learners	Shows with evidence how he/she identified needs, developed a support plan and provided scaffolding to diverse populations or twice exceptional learners	
<b><i>Professional Development Needs Assessment and Planning</i></b>	Provides evidence how he/she assessed professional development needs to design PD to address the needs of students with gifts and talents	Provides evidence how he/she assessed professional development needs of all stakeholders (teachers, administration etc.) to design, develop PD plans to address the needs of students with gifts and talents	Provides with evidence how he/she assessed professional development needs of all stakeholders (teachers, administration etc.) to design & develop PD to systematically address the needs of students with gifts and talents with a shared vision	

<b>Criteria to be Considered</b>	<b>Meets</b>	<b>Exceeds</b>	<b>Outstanding</b>	<b>Comments</b>
<b><i>Support Teachers with Training</i></b>	Provides evidence of how he/she supported teachers after PD training to meet the needs of students with gifts and talents	Provides evidence of how he/she supported teachers after PD to deliver district adopted programs in gifted curriculum and instruction	Provides evidence of how he/she supported teachers after PD to deliver district adopted programming, including how he/she provided additional guidance for those who needed it	
<b><i>Leadership supporting continuous programming</i></b>	Shows with evidence how he/she supported program growth through the use of data collection, evaluation and made changes to the program	Shows with evidence how he/she identified areas of potential program growth through the use of data collection, evaluation and how changes reflected data results	Shows with evidence how he/she demonstrated commitment to continuous program improvement, identifying areas of potential growth through use of data collection, evaluation using data to drive change and communicates change needs with all stakeholders	
<b><i>Coordination of services</i></b>	Shows with evidence how he/she coordinated services for students with gifts and talents, general education & special education	Shows with evidence how he/she developed and used a plan to coordinate services for students with gifts and talents in the areas of general education and special education	Shows with evidence how he/she designed, developed and systematically used a plan to coordinate services for students with gifts and talents in the areas of general education, special education and other related services	
<b><i>Communication of gifted learner needs with stakeholders</i></b>	Provides evidence of how he/she has been effective in communicating the needs of students with gifts and talents to fellow educators, district leaders, policy makers and other stakeholders	Provides evidence of how he/she planned and implemented methods of effective communication about the needs of students with gifts and talents with fellow educators, district leaders, policy makers and other stakeholders	Provides with evidence how he/she planned and implemented methods of effective communication of the needs of students with gifts and talents with fellow educators, district leaders, policy makers and other stakeholders in the community advocating for students including those underrepresented in gifted programs	
<b><i>Working with families of students with gifts and talents</i></b>	Provides evidence of how he/she worked with families of students with gifts and talents	Provides evidence of how he/she developed a plan to build collaboration between families and educators to support the needs of students with gifts and talents	Provides evidence of how he/she developed a plan and used this plan to create and continue to grow a shared effort of collaboration between families and educators to support the needs of students with gifts and talents	