

Possible Guiding Questions: Conversations Between Principals and Teacher

ROLE: Gifted Support Teacher

This document utilizes the components within the Danielson Framework for Teaching to provide possible guiding questions for conversations that occur between a principal and teacher. Note that a few of the guiding questions also provide linkages to the Framework for Leadership in order to establish a level of connectedness among the two frameworks.

Please note: The questions identified here are provided to spur some thoughts as to the individual conversations that occur between a principal and teacher. The actual conversations that occur should be determined locally. It is not mandatory to use these questions, nor should they be viewed as a “checklist” to be followed. They are provided solely as a resource.

<p>Domain 1: Planning and Preparation</p>	
<p><i>1a: Demonstrating knowledge of content and pedagogy</i></p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> ● What forms of assessment does the GS teacher use to collect data to determine the Present Levels of Educational Performance of your students? <i>Teacher employs multiple forms of assessment data, including formative and summative assessments, to determine current mastery level.</i> ● How does the GS teacher develop GIEP goals and/or determine short term learning outcomes that are aligned with PA Core standards and with your student’s present educational levels? <i>Teacher is knowledgeable of state and national curricular standards. Teacher applies standards when formulating annual and short term GIEP goals and objectives.</i> ● How does the GS teacher provide access for students in a variety of best practices to include acceleration, enrichment, and in depth investigation? <i>Teacher provides access to a variety of advanced and best practice resources for student acceleration, enrichment, and/or in-depth investigation based on on-going formative assessment data in one or more curricular areas. Teacher regularly use multiple alternative approaches to accelerate learning.</i>
<p><i>1b: Demonstrating knowledge of students</i></p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> ● How does the GS teacher develop appropriate instruction to meet the cognitive and affective needs of your gifted students? <i>Teacher uses knowledge of student’s current educational levels and academic performance. Teacher identifies individual students learning styles, academic strengths and interests.</i> ● How does the GS teacher align the identification and assessment data to develop challenging and advanced level instruction/goals that address the needs of gifted learners? <i>Teacher articulates connection between information collected through evaluation or</i>

<p><i>1c: Setting instructional outcomes</i></p>	<p><i>annual GIEP review and the goals/short term learning outcomes/and specially designed instruction.</i></p> <p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> ● What intellectually rigorous instructional outcomes has the GS teacher identified for the students in his/her class? <i>The teacher uses multiple resources, alternative performance assessments, and evidence/in-depth investigations for individual gifted students based upon current mastery level.</i> ● How does the GS teacher effectively advocate for and develop appropriate educational outcomes in collaboration with the GIEP team? <i>The teacher develops individual student outcomes that include a range of specially designed and general classroom instruction for each individual child such as acceleration, orbital studies, compacting, tiered assignments, cluster grouping, pull-out, and seminars, etc.</i> ● How does the GS teacher work with the content teacher to use local, state, and national standards and assessment data to align and expand curriculum and instructional plans? <i>The teacher documents curricular connections /differentiated lesson plans that align to student goals and local, state and/or national standards.</i> ● How does the G.S. teacher support differentiated curricula that incorporates advanced, conceptually challenging, in-depth, distinctive, and complex content for GT students. <i>Teacher provides student work samples that demonstrate this has occurred.</i>
<p><i>1d: Demonstrating knowledge of resources</i></p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> ● How does the GS teacher serve as a resource to students, parents, and educators? <i>The teacher routinely provides resources that are aligned to best practices in gifted education.</i> ● How does the GS teacher access and use challenging resources to match the individual strengths of students? <i>Teacher provides alternative task samples that document resources beyond the general education curricula.</i>
<p><i>1e: Designing coherent instruction</i></p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> ● How does the GS teacher use a range of high level/ rigorous assessments to routinely

monitor gifted students' progress? *Teacher utilizes rubric samples that demonstrate above grade level and/or higher level thinking and allows for descriptive feedback to students.*

- How does the GS teacher collaborate with students and teacher to review performance data and adjust enrichment and acceleration? *Teacher collaborates with the students in the use of multiple modalities and higher level thinking skills which permits the creation of coherent differentiated instruction.*
- How does the GS teacher provide opportunities for gifted students to be enriched or accelerated in their areas of strength based on the data? *Teacher develops appropriate GIEP goals and short term learning outcomes for enrichment or acceleration. Teacher provides work samples that demonstrate this has occurred.*

1f: Designing student assessment

Possible Guiding Questions:

- How does the GS teacher ensure that your assessments are aligned to state standards, instructional outcomes and individual GIEP goals and objectives? *The gifted support teacher routinely collects and interprets evidence-based assessment data from multiple sources (informal and formal) that align to identified individual gifted students' learning and instructional needs.*
- How does the GS teacher ensure students use effective metacognitive strategies? *Teacher creates short term learning outcomes that employ effective metacognitive strategies. Teacher submits lesson plans that address the metacognitive strategies employed.*
- Describe the assessment process used by the GS teacher to measure mastery of content, higher level thinking skills, achievement in specific program areas. *Teacher submits documentation of a protocol or results of a protocol with all student names redacted. Teacher uses objective criteria as stated in short term learning outcomes.*

<p>2c: Managing classroom procedures</p>	<p><i>expectations that require students to take responsibility for their work and initiate improvements.</i></p> <p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • What does the GS teacher do to maximize student time on task? <i>Teacher creates clear classroom routines and procedures. Students work purposefully and cooperatively in groups or independently with little supervision from the teacher. Groupings are varied with little time lost in transition between activities. Students have the opportunity to work at own pace and activities are available to move on to when one activity is complete.</i> • What routines has the GS teacher incorporated to ensure smooth transitions? <i>Teacher has all necessary materials prepared and at hand. Distribution and collection of materials is routine. Instructional time is maximized with little time lost for routines.</i>
<p>2d: Managing student behavior</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How does the GS teacher promote positive student behavior in your classroom? <i>Teacher assesses and provides instruction on affective skills needed for school, community, and the world of work.</i>
<p>2e: Organizing physical space</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How does the GS teacher determine the organization of your classroom to best support learning for all students? <i>Teacher provides opportunities for students to contribute to the use or adaptation of the physical environment to advance learning.</i>

Domain 3: Instruction	
<i>3a: Communicating with students</i>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How does the GS teacher effectively communicate objectives so that students are able to explain what they are learning? <i>Teacher collaborates with students to set a purpose for learning, prior to instruction.</i>
<i>3b: Using questioning and discussion techniques</i>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • What questioning techniques does the GS teacher use to ensure critical thinking? <i>Teacher asks questions that require higher cognitive challenge such as open-ended and multiple response questions. Teacher provides opportunities for students to create and ask higher level questions and engage in peer debates and discussions.</i> • What questioning techniques does the GS teacher use to ensure all students answer questions and participate in class discussions? <i>Teacher uses a variety of questioning methods such as scaffolding and think-pair-share, and allowance for appropriate wait time.</i>
<i>3c: Engaging students in learning</i>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How does the GS teacher ensure that all of the students are intellectually engaged in the lesson? <i>Teacher supports specially designed instruction with lessons that require critical questions to be answered through active student engagement, student self-assessment, and explanation and reflection of their understandings.</i>
<i>3d: Using assessment in instruction</i>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How do students know what high quality work looks like? <i>Teacher provides times for students to monitor their own learning against criteria and take appropriate action.</i> • What types of instruction and assessments does the GS teacher utilize to monitor student

3e: Demonstrating flexibility and responsiveness

learning and gain evidence of student understanding? *Teacher uses assessments that are aligned with GIEP present levels, goals and objectives.*

- How does the GS teacher effectively provide feedback to your students? *Teacher provides ongoing global and individualized feedback.*

Possible Guiding Questions:

- How does the GS teacher respond to the varied learning needs of his/her students? *Teacher regularly uses current technology and alternative learning options to enhance access to high-level programming.*

<p>Domain 4: Professional Responsibilities</p> <p><i>4a: Reflecting on teacher and student learning</i></p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> ● How does the GS teacher know if a lesson has been effective? <i>Teacher utilizes and reflects on assessment data and student feedback/student surveys to evaluate the lesson’s instructional outcomes. Teacher reflects on the lesson and suggests multiple strategies on how to adjust and improve future lessons.</i>
<p><i>4b: System for managing students’ data</i></p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> ● How does the GS teacher accurately maintain student data and analyze student progress? <i>Teacher maintains an accurate and timely account of student assignments and assessments through report card grades and progress reports on student’s goals and objectives as listed in their GIEP. Teacher uses a variety of assessment data.</i> ● How does the GS teacher collaborate with students so that they can maintain data and analyze their progress? <i>Teacher shares reports of progress on goals with students. Students are asked to reflect on how they are progressing towards their goals.</i>
<p><i>4c: Communicating with families</i></p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> ● How does the GS teacher communicate information about progress on goals to parents? <i>Teacher regularly communicates information to inform parents about the progress on goals.</i> ● How does the GS teacher ensure Chapter 16 timelines are followed? <i>Teacher responds to parent concerns and questions in a professional and timely manner.</i> ● How does the GS teacher engage families to promote student achievement? <i>Teacher enlists parent support and participation in student learning. Teacher regularly engage families for planning and programming purposes.</i>

<p>4d: Participating in a professional community</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • What does the GS teacher do to develop positive relationships with your colleagues and supervisors? <i>Teacher participates in a Professional Learning Community; school and district events and projects. Teacher collaborates with other teacher to support GIEP's. Teacher participates in professional development that is sustained over time, that includes regular follow-up, and seeks evidence of impact on teacher practice and student learning.</i>
<p>4e: Growing and developing professionally</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • What is the GS teacher doing to grow professionally? <i>Teacher participates in professional development days and continuing education courses. Teacher initiates action research and shares, knowledge, data and outcomes with supervisors and colleagues. Teacher provides professional development for colleagues.</i>
<p>4f: Showing professionalism</p>	<p><u>Possible Guiding Questions:</u></p> <ul style="list-style-type: none"> • How has the GS teacher used professional knowledge to lead colleagues and help them develop their skills? <i>Teacher collaborates and encourages dialogue with colleagues in the use of best practices with gifted students. Teacher supports colleagues in implementation of GIEP goals and specially designed instruction.</i> • How does the GS teacher demonstrate professionalism? <i>Teacher complies with rules, policies, and standards of ethical practice.</i>