

## Effective Teaching Evidence Guide Example

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### APPENDIX 7: GT APPENDIX TO THE FRAMEWORK FOR EFFECTIVE TEACHING EVIDENCE GUIDE

#### *DPS Framework for Effective Teaching Evidence Guide*

## Gifted and Talented Appendix

### APPENDICES RATIONALE

Appendices are meant to be support mechanisms for observers as they enter into observations in certain content areas/grade levels. They provide high-level awareness regarding unique instructional situations. The appendices are important considerations to keep in mind while gathering evidence during observations and should be referenced later when determining ratings.

Various appendices have been, and will continue to be, developed for identified content areas/grade levels for which unique classroom and/or student attributes should be considered when conducting observations. The appendices are NOT intended to be separate Frameworks, but rather clarifying documents to assist observers in understanding effective practices in particular contexts.

### GUIDANCE FOR USE

Please review all appropriate appendices prior to conducting observations. Later, when weighing evidence that informs teachers' ratings, again refer to these appendices in conjunction with the standard *Framework for Effective Teaching Evidence Guide*. Appendix bullet points supersede corresponding bullet points in the *Evidence Guide* unless otherwise noted. If appendix indicators are grayed out, all of the bullets for that indicator in the standard *Evidence Guide* apply.

Appendices are online at <http://leap.dpsk12.org/The-Framework/Appendices.aspx>. The entire *Framework* can be found at <http://leap.dpsk12.org/The-Framework/View.aspx>.

### ESSENTIAL AWARENESS FOR TEACHERS OF GIFTED AND ADVANCED STUDENTS (CLASSROOM OR PULL-OUT)

- These bullets apply to classroom teachers of students identified as Gifted and Talented (GT) or Highly Gifted and Talented (HGT) as well as GT teachers.
- The learning needs of GT and HGT students can be accommodated with a variety of strategies, but differentiation focusing on depth, complexity, and/or pacing should be evident. A larger quantity of the same work as other students and/or supporting other students is not adequate differentiation.
- Gifted/advanced thinkers are more likely to be engaged with learning when it is rigorous and challenging; thus, higher-level, open-ended questions and learning activities related to real-world problems are effective strategies for whole-group GT and HGT instruction.
- Extensions and/or independent or partner projects can be offered in lieu of classwork that is not sufficiently rigorous. GT extensions are being developed for many curriculum materials and are appropriate for GT students. HGT students may require more rigorous options.
- GT and HGT students should be offered frequent opportunities to work together.
- Some GT teachers work through "push-in" model and the learning environment is less under their control.

GIFTED EDUCATION CONTEXT | DPS FRAMEWORK FOR EFFECTIVE TEACHING APPENDIX | 2013-2014

DOMAIN	EXPECTATION	INDICATOR
LEARNING ENVIRONMENT	Positive Classroom Culture And Climate	LE.1 • Addresses affective issues of gifted students in a way that provides support for their unique actions/interactions with teachers and peers.
		LE.2 • Responds appropriately to students who challenge ideas and opinions with persistence and insistence, demonstrating an understanding that such questioning is not a show of disrespect.
	Effective Classroom Management	LE.3 • Recognizing gifted students' need for clarity around issues of "justice," teacher explains rationale behind discipline. • High expectations are appropriately differentiated for gifted students.
		LE.4 • Makes high-level materials available to students for whom grade-level work is not appropriate or has already been mastered.
INSTRUCTION	Masterful Content Delivery	I.1 • Objectives may be intentionally open-ended to allow for rigorous and complex higher-level thinking. • Objectives may be above the current grade level if students have mastered and would not be challenged by grade-level objectives. • In a push-in setting, the classroom teacher's content/language objective(s) may be modified by the GT teacher to meet the needs of gifted/advanced students.
		I.2 • Adjusts instruction and/or support when it is recognized that student's lack of engagement reflects inadequate rigor. • Appropriately differentiates instruction to meet the standard that tasks be rigorous for all students.
		I.3 • Addresses academic needs of gifted students by using appropriate methodologies and materials such as pre-assessment, compacting, tiered instruction, contract learning, independent projects, etc. • Uses alternate curriculum materials when appropriate to meet student need, such as Junior Great Books, Hands-On Equations, William and Mary curriculum materials, etc. • Paces instruction appropriately for gifted learners and/or releases students from whole group instruction as soon as they have grasped the new learning.
		I.4 • Uses appropriately challenging/advanced academic language, including above grade-level vocabulary when appropriate.
	High-Impact Instructional Moves	I.5 • Responds to pre-assessment, formative assessment and/or checks for understanding by differentiating appropriately.
		I.6 • Differentiates intentionally for gifted/advanced students by adding depth and/or complexity to tasks. • Encourages gifted/advanced students to make progress toward an individual goal or interest area if they have mastered the grade-level objective(s).
		I.7 • Students set their own "next steps" in response to feedback.
		I.8 • Utilizes heterogeneous and homogeneous grouping depending upon the explicit learning goal. Gives gifted/advanced students opportunities to collaborate specifically with one another. • Clusters by academic need for instruction, as appropriate.