

University of Northern Colorado
 Center for the Education and Study of the Gifted, Talented, Creative
 Scaled Classroom Observation Rubric for Teachers of the Gifted and Talented
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Apply pedagogical content knowledge and knowledge of characteristics of gifted learners. NAGC-CEC: 4.S1 CDE: 9.05 (2)

Design, modify, and differentiate curriculum and instruction to respond to cultural, linguistic, intellectual, and learning differences among gifted and talented students. NAGC-CEC: 3.S1; 4.S6; 5.S4; 7.S4 CDE: 9.05 (5)(b)

	Emerging	Experienced	Expert	Comments
Multi-cultural/ Diversity 3.S1, 4.S6, 5.S4, 7.S4	Instruction is planned and implemented that includes product and content options of interest to culturally and linguistically diverse groups.	The classroom environment requires learners to look at topics from different perspectives.	The curriculum is designed and implemented to integrate different cultural and linguistic perspectives.	

Provide opportunities for gifted learners to explore, develop, and/or research their areas of interest or talent.

NAGC-CEC: 4.3

CDE: 9.05 (4)(d)(ii); 9.05 (4)(e)(ii); 9.05 (5)(d)(v); 9.05 (5)(d)(vi)

	Emerging	Experienced	Expert	Comments
Areas of Interest 4.S3	Instructional plans provide a list of limited ways for students to explore or research their areas of interests or talents	Provides a limited number of opportunities for students to explore or research their areas of interest or talent and when requested, allows students to suggest alternative topics in the content areas	Plans and implements instruction that encourages students to Explore or research their areas of interest and talent and facilitates student individual investigations or creative production.	
Research Skills 4.S4	Provides instruction on research skills and allows students to explore range of topics.	Provides curriculum that requires students to develop a variety of research skills and use different technologies.	Students work independently or in groups to investigate topics of interest in depth, using appropriate research skills and technology.	

Create a learning environment that promotes self-awareness, positive peer relationships, and multi-cultural understanding, as well as addresses the social and affective needs of gifted learners.

NAGC-CEC: 5.S1; 5S.2; 5.S3; 5.S4; 5.S5; 9.S3

CDE: 9.05 (5)(b); 9.05 (4)(d)(v); 9.05 (4)(d)(vi)

	Emerging	Experienced	Expert	Comments
Self-awareness 5.S1, .5S2	Models positive re-enforcement of individual student's unique gifts, talents, and characteristics.	Supports student demonstration of unique abilities when they occur and encourages other students to appreciate the demonstrated ability.	Creates a learning environment where students understand and appreciate their own and others' unique gifts, talents, and characteristics.	
Peer Relationships 5.S3, 5.S5	Models positive social interactions with students, but does not actively support or create opportunities for students to develop these social skills.	Supports positive social interactions between students that address personal and social issues, including diversity when they occur.	Pro-actively creates opportunities for students to develop positive social interactions.	
Multi-cultural/ Diversity 5.S4, 9.S3	Instruction is modified when differences in students' personal and cultural experiences are revealed.	Instructional planning takes into account that students may have different cultural and personal experiences.	Plans and implements instruction that connects to students' individual personal and cultural experiences through an integrated approach.	
Social-affective 5.S3, 9.S3	The teacher models polite interaction with students. Most student interactions are generally polite and respectful.	Teacher-student interactions are friendly and students demonstrate general warmth, caring, and respect for each other.	Creates a learning environment that develops positive social interaction and coping skills and that promotes student appreciation of the unique talents, abilities and needs of self and others.	

Design, modify, and differentiate curriculum and instruction in depth and complexity, including higher level thinking, meta-cognition, and learning styles. Use appropriate assessment methods to modify the pace of instruction to match the individual gifted learner's need. Use appropriate and flexible grouping practices.

NAGC-CEC: 4.S1; 4.S2; 4.S4; 4.S5; 4.S6; 4.S7; 5.S3; 6.S2; 7.S2; 7.S5; 8.S3; 8.S4

CDE: 9.05 (4)(d)(i); 9.05 (4)(d)(iii); 9.05 (4)(d)(iv); 9.05 (5)(a); 9.05 (5)(c)(i); 9.05 (5)(d)(i); 9.05 (5)(d)(ii); 9.05 (5)(f)

	Emerging	Experienced	Expert	Comments
Instructional Level 6.S2, 7.S2	Instructional level is appropriate to age-level students and adjusted based on an awareness of gifted student ability.	Instructional level is adjusted based on individual student ability.	Instructional level is flexible and allows adjustment to individual student ability and need.	
Formative Assessment & Instructional Pace 4.S4, 4.S5, 8.S3, 8.S4	Instructional pace is adjusted based on an awareness of gifted student ability.	Instructional pace is flexible and allows on-going adjustment to individual student ability and need based on assessments for learning.	Formative assessment is used to adjust instructional pace based on individual student ability and need.	
Enrichment/ Student Engagement 4.S6, 5.S3	Learning activities are sequenced and most students are cognitively engaged in learning activities.	Students actively explore the content and connect it to their individual interests.	Students investigate areas of interest within and connected to the content. Students initiate and adapt activities and projects to enhance their understanding.	
Discussion Techniques 4.S1	Teacher's questions are high quality. Students are given adequate time to respond.	Classroom discussion promotes high level thinking skills, with teacher stepping aside when appropriate.	Students initiate topics and ask high level questions. Most students actively participate in discussion.	
Meta-cognition 4.S2	Teacher guides students to explore what they are thinking and how they are solving problems.	Students are aware of their thinking processes. Students use different techniques when prompted by the teacher.	Students can articulate their thinking processes and apply a range of processes to different situations.	
Depth of learning 7.S5	Teacher creates lessons that give students some	Teacher introduces students to the structure of the discipline.	Teacher introduces students to the patterns, trends, issues,	

	options for exploring their own areas of interest.	Students are allowed to develop their own options based on their areas of interest or ability.	unanswered questions and ethics associated with the discipline. Students are encouraged and supported to explore, develop, and research based on their own areas of interest or ability.	
Complexity of learning 7.S5	Teacher designs lessons that encourage students to make connections between the lesson and other content areas, past events, or future events.	Classroom activities and products have options that allow students to connect their learning to past or future events and other content areas.	Expansion of student learning to the examination of the relationships with other content areas, past events or future predictions is embedded and integrated in the content, activities and product options.	

Creativity 4.S1	Teacher designs lessons that encourage student creative thinking.	Classroom activities and product options support and encourage student curiosity, inventive and creative thinking.	Student original and creative thinking is embedded in all areas of the curriculum—content, resources, activities, and product options.	
High Expectations 4.S1	Instructional goals and activities, interactions and classroom environment convey high expectations for student work.	Students accept teacher insistence on high quality work and demonstrate pride in their work.	Students establish high expectations for their own learning, taking pride in their work and initiate improvements.	
Learning Styles 3.K2	Teacher designs lessons with content delivery and product options based on learning styles.	Students can access content and demonstrate mastery by a variety of learning and expression styles.	Learning targets are clearly stated and students can access content and demonstrate mastery based on their individual learning and expression preferences.	

Flexible Grouping 4.S1	Instructional groups are productive and appropriate to instructional goals.	Grouping is flexible and encouraged by teacher based on student learning style.	Students initiate groups to advance their own learning.	
Resources & materials 4.S7 6.S1	Instructional materials and resources are suitable to instructional goals.	A wide range of instructional materials, resources, and technology engage students cognitively and creatively.	Students initiate choice and adaptation of materials, resources, and technology. They creatively use these to enhance their learning.	
Self-directed Learning 5.S3	Provides occasional opportunities for students to make choices about how they will learn content and skills.	Often gives students options regarding self-planning and selecting how they will learn new content and skills.	Creates learner-centered environment with a goal of developing autonomous learners where students set challenging educational goals and personal learning plans.	

Teacher participates in reflective practice, self-evaluation, and collaboration.

NAGC-CEC: 9.S7

CDE: 9.05 (6)(E)

	Emerging	Experienced	Expert	Comments
Reflection 9.S7	Reflects on practice and plans future instruction based on reflection.	Regularly reflects on practice and modifies instruction based on reflections.	Engages students and self in reflection on instruction and modifies practices in response.	
Collaboration	Teacher is willing to participate in collaboration with others.	looks for opportunities to collaborate with other teachers, sharing practices, resources, and knowledge.	Views teaching as a collaborative effort to support student learning and growth, actively sharing and receiving.	