**Self-Assessment for Ongoing Assistance for Teachers of Gifted   
in General Education Settings**

Gifted intervention specialists provide ongoing assistance for general education teachers who report service to gifted students. This assistance includes topics or strategies related to curriculum development for and instruction of gifted students such as: Written Education Plan (WEP) development, student interest and learning styles determination, social and emotional needs of gifted students, development of accelerated or challenging content/process/product goals, provision of instructional materials, determination of student progress measures and participation in coaching activities. Specialists also provide assistance that includes Ohio’s New Learning Standards and model curriculum related to gifted instruction, differentiation strategies for instruction of gifted learners and other topics related to gifted education.

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| **Activity** | **Accomplished** | **Proficient** | **Developing** | **Ineffective** | **Evidence** |
| **WEP development** | WEPs developed  collaboratively by gifted and general educators | WEP development professional development | WEPs provided by gifted specialist | WEPs not utilized |  |
| **Determining interest and learning styles** | Determination made collaboratively by gifted and general educators, student | Collaborative exploration of appropriate tools to determine which the district will use | Appropriate tools provided by gifted specialist | Individual student interest and styles not determined |  |
| **Determining the social and emotional needs** | Use appropriate tools to determine collaboratively by gifted and general educators, student | Collaborative exploration of appropriate tools to determine which the district will use | Appropriate tools provided by gifted specialist | Individual student needs not determined |  |

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| **Development of accelerated or enriched content goals** | SMART goals developed collaboratively by gifted and general educators, student | Participate in WEP workshop to develop goal-writing skills | Measurable goals developed by gifted specialist | Goals are not used or are general in nature |  |
| **Provision of instructional materials** | Materials chosen and/or created collaboratively by gifted and general educators, student | Collaborative exploration of appropriate materials to determine which the district will use | Appropriate materials provided by gifted specialist | No materials provided specifically for gifted students |  |
| **Determination of student progress measures** | Determination made collaboratively by gifted and general educators, student | Collaborative exploration of appropriate tools to determine measures district will use | Appropriate tools determined and/or provided by gifted specialist | Progress measures not specified |  |
| **Coaching Support for General Educator** | Coaching occurs in multiple settings, including classroom | Coaching occurs in multiple delivery settings | Coaching is limited in delivery settings (i.e., only via email) | Coaching does not occur |  |
| **Other** |  |  |  |  |  |

***Ongoing assistance is required for general educators instructing in the following gifted service settings: cluster grouping, advanced placement, magnet schools, honors, counseling.***

***For post-secondary options and dual enrollment settings, attaching a course syllabus to the WEP and providing a copy of the WEP to the college instructor meets the ongoing assistance requirement.***