Coaching Tool for Classrooms Supporting Gifted Education

"How to create and effectively support an inclusive, culturally-rich gifted education classroom environment that meaningfully respects and honors the diversity of all learners"

This **Coaching Tool for Classrooms Supporting Gifted Education** was created by a collaborative working group of gifted education experts representing state, district, and school administrators, classroom teachers, and university faculty, and was supported through the Washington Elementary School District's Project Bright Horizon Jacob K. Javits Gifted & Talented Education Grant program, and Project REGALOS Title III gifted education grant program. It is intended to be a representative reflection of current evidenced-based exemplary and promising practices with respect to providing classroom services for culturally and linguistically diverse gifted student populations.

Building and district administrators, site coordinators and program coaches may utilize this tool to support their diverse gifted education programs. It may also be used to assist classroom teachers to effectively reflect upon, and inform, their own classroom practices. The primary goal of this tool is to foster and support a culture of high expectations and program standards for diverse gifted education classrooms, and to achieve the following outcomes:

Outcomes for Administrators:	Outcomes for Teachers:	Outcomes for Students & Families:
• Enable administrators to become more effective instructional leaders to support diverse gifted education programs on their campus • Ensure classrooms are responsive to the unique needs of diverse gifted learners	• Ensure classrooms are responsive to the unique needs of diverse gifted learners • Guide and inform teachers on how to effectively provide curriculum and instruction, and implement assessment practices in a classroom of diverse gifted learners	• Ensure a positive classroom environment that values and honors each student's unique learning style and cultural and linguistic background, and provides opportunities to grow academically, cognitively, socially, and emotionally according to their abilities and talents

This tool was not designed or intended for use as a formal program assessment, but rather as a coaching tool to assist classroom teachers to become more effective educators of their culturally and linguistically diverse gifted learners – and to help administrators to become more effective instructional leaders in supporting diverse gifted education programs on their campuses.

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Physical Environment
3: *Clear & Convincing Evidence* **2:** *Somewhat Evident* **1:** *Not Evident*

3	2	1	Flexible organization of classroom space and furniture to create an inviting atmosphere and positive environment that accommodates diverse teaching and learning styles
3	2	1	Extensive visuals supporting specific, relevant academic and affective learning and language acquisition objectives; i.e., relevant current bulletin boards having a multicultural focus
3	2	1	Learning and language objectives are written in comprehensible student language and clearly displayed in the classroom
3	2	1	Student products representative of current language acquisition and content area standards and objectives, and that reflect the use of critical thinking processes, are prominently displayed
3	2	1	Integrated use of technology and multimedia resources to authentically facilitate student instruction and enhance learning
3	2	1	A literature corner incorporating a variety of interesting, culturally diverse reading materials and resources, addressing a wide range of reading levels and abilities
3	2	1	A supply center readily accessible to children that incorporates a broad range of diverse user-friendly materials and resources to encourage, engage and support creative thinking activities

Classroom Interactions
3: *Clear & Convincing Evidence* **2:** *Somewhat Evident* **1:** *Not Evident*

Student to Student				Teacher to Student				Student to Content			
3	2	1	Mutual respect of cultural and linguistic diversity of peers	3	2	1	Respectful of the cultural and linguistic diversity of all students	3	2	1	Quality student products of appropriate complexity, depth and breadth
3	2	1	Respectful of the diverse ability levels of peers	3	2	1	Clear, high expectations of performance and positive reinforcement	3	2	1	Active participation, allows for experimental, hands-on, discovery learning
3	2	1	Supportive, positive reinforcement	3	2	1	Encourages divergent, critical and creative thinking	3	2	1	Engages students at the higher levels of Bloom's Taxonomy
3	2	1	Active cooperative learning groups	3	2	1	Shared inquiry, Socratic and higher-level questioning techniques	3	2	1	Allows for acceleration where appropriate
3	2	1	Flexible grouping strategies	3	2	1	Use of guided and informal group discussions	3	2	1	Provides opportunities for independent study, research and extended learning
3	2	1	Active listening to build upon and refine ideas and concepts	3	2	1	Effective use of accountable talk	3	2	1	Use of effective time management strategies
3	2	1	Frequent opportunities for academic linguistic interaction, to build and accelerate CALP (*Cognitive Academic Language Proficiency*)	3	2	1	Guides and facilitates instruction, allowing for student exploration, discovery, and growth				Appropriate use of graphic organizers
3	2	1	Opportunities to demonstrate and build leadership and character	3	2	1	Engages and informs parents regarding the academic growth of their child	3	2	1	Utilizing effective note taking strategies to independently facilitate their own learning
Student Metacognition											
3	2	1	Active sharing, describing, and feedback regarding thinking strategies individual students use to solve problems	3	2	1	Models task specific effective reflective thinking processes and strategies (planning, reflecting, and evaluating)	3	2	1	Encourages ongoing self-reflection, evaluation, and feedback on how their thinking strategies impact learning

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Curriculum & Instruction

3: *Clear & Convincing Evidence* **2:** *Somewhat Evident* **1:** *Not Evident*

3	2	1	
3	2	1	Students are able to see themselves reflected in the curriculum materials used in the classroom
3	2	1	Instructional methods of delivering the curriculum actively integrates strategies that provide for the accelerated development of CALP (*Cognitive Academic Language Proficiency*)
3	2	1	Differentiated according to individual ability and need, allowing for growth, increased depth and breadth and acceleration as appropriate
3	2	1	Incorporates objectives for affective and personal development and growth and exploring heritage culture
3	2	1	Designed to reflect higher levels of Bloom's Taxonomy
3	2	1	Instructional strategies that promote critical and creative thinking, to include flexible grouping, higher level questioning, compacting, tiered assignments, scaffolding, interdisciplinary thematic units and open-ended projects

Assessment Practices

3: *Clear & Convincing Evidence* **2:** *Somewhat Evident* **1:** *Not Evident*

3	2	1	
3	2	1	Performance based assessment options are available and appropriately utilized
3	2	1	Appropriately considers the cultural, ethnic, linguistic, and socioeconomic diversity of the students assessed
3	2	1	Assessment practices and options are transparent, with clearly stated teaching objectives and aligned outcomes, and students are aware of the specific expectations and criteria for assessment
3	2	1	Students are evaluated and assessed on content knowledge only – *not* on level of language proficiency
3	2	1	Flexible and adaptable to diverse learning styles of students, and incorporates both structured (observations, conferences, interviews) and unstructured assessment practices (journals, portfolios, storytelling, games, groups, technology), and allows for self-assessment, peer assessment and student developed rubrics for assessment
3	2	1	Effectively assesses higher-order thinking, critical and creative thinking and problem solving
3	2	1	Assessment data are used to authentically inform instructional practices
3	2	1	Effectively builds upon and gauges prior knowledge through the use of frequent pre-assessment
3	2	1	Students are assessed using grade-level standards
3	2	1	Assessment practices are used to accommodate and strengthen student's CALP (*Cognitive Academic Language Proficiency*) level
3	2	1	Divergent solutions, when substantiated by students, are accepted and supported
3	2	1	Parents, as practicable, are informed of assessment results in their heritage language