

**PULASKI COUNTY SPECIAL SCHOOL DISTRICT  
9.17 An Appraisal of Talented and Gifted Facilitators**

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Tenure Yes Probationary 1 2 3 4 (Circle Year)

Number Years in District \_\_\_\_\_ Time/Class Observed \_\_\_\_\_  
 Scheduled \_\_\_\_\_ Unscheduled \_\_\_\_\_ Primary Assignment \_\_\_\_\_

Certification Areas \_\_\_\_\_

Other Assignments \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

This evaluation has been discussed with me YES NO

I have have not attached a statement

Teacher \_\_\_\_\_ Date \_\_\_\_\_

		Meets and/or Exceeds Standards	Area of Concern	Unsatisfactory
<b>1.00</b>	<b>TEACHING ACT</b>			
<b>1.01</b>	<b>Lesson Planning</b>			
*	a. The facilitator selects appropriate learning.			
*	b. The facilitator prepares materials as needed.			
*	c. The facilitator assesses instructional needs of students.			
<b>1.02</b>	<b>Lesson Presentation</b>			
*	a. The facilitator selects subjects areas and topics suitable for students which meets their individual needs.			
	b. The facilitator presents material logically and sequentially.			
*	c. The facilitator provides for higher levels of thinking. The facilitator uses teaching methods, materials, and media which address a variety of student learning rates and styles.			
*	d. The facilitator teaches thinking-skill techniques and procedures.			
*	e. The facilitator provides feedback and re-teaching as appropriate.			
<b>1.03</b>	<b>Evaluation of Student Learning</b>			
	a. The facilitator uses questioning during presentation.			
*	b. The facilitator provides feedback to students as needed.			
*	c. The facilitator communicates regularly with students about their needs and progress.			

Competencies not observed and not necessary or appropriate should be marked N/A in the “meets and /or exceeds standards” column. Competencies not observed but deemed necessary should be checked “area of concern” or “unsatisfactory.”

White – Personnel

Yellow – School

Pink - Employee

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		Meets and/or Exceeds Standards	Area of Concern	Unsatisfactory
<b>1.04</b>	<b>Class Atmosphere</b>			
	a. The facilitator involves students in learning activities.			
*	b. The facilitator uses positive language routinely.			
	c. The facilitator maintains a classroom that is conducive to learning.			
	d. The facilitator organizes the classroom to maximize learning			
<b>1.05</b>	<b>Communication</b>			
*	a. The facilitator uses standard written and oral language.			
	b. The facilitator maintains purposeful instruction in an atmosphere of mutual respect			
<b>1.00</b>	<b>Summary Statement – Teaching Act</b>			
<b>2.00</b>	<b>RESPONSIBILITIES</b>			
<b>2.01</b>	<b>Student Supervision</b>			
*	a. The facilitator supervises students in the <i>talented and gifted class</i> .			
	b. The facilitator assists with enforcement of school regulations.			
	c. The facilitator responds to classroom disruptions appropriately.			
<b>2.02</b>	<b>Record Keeping and Management</b>			
*	a. The facilitator keeps accurate and neat records and submits reports and records punctually.			
*	b. The facilitator keeps the school office supplied with up-to-date records on the students screened and identified for the talented and gifted program.			

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		Meets and/or Exceeds Standards	Area of Concern	Unsatisfactory
<b>2.03</b>	<b>Personal Responsibility</b>			
*	a. The facilitator is punctual.			
	b. The facilitator maintains appropriate grooming practices.			
<b>2.00</b>	<b>Summary Statement - Responsibilities</b>			
<b>3.00</b>	<b>PARENT AND PROFESSIONAL RELATIONSHIPS</b>			
<b>3.01</b>	<b>Grade and Communication</b>			
*	a. The facilitator communicates with parents in accordance with policy.			
	b. The facilitator participates in parent conferences in a professional manner			
	c. The facilitator communicates personally with parents as needed.			
	d. The facilitator promotes good public relations.			
<b>3.02</b>	<b>Relationships</b>			
	The facilitator maintains professional relationships conducive to cooperation and teamwork.			

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<b>Meets and/or Exceeds Standards</b>	<b>Area of Concern</b>	<b>Unsatisfactory</b>
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<b>3.00</b>	<b>Summary Statement – Parent and Professional Relationships</b>		
<b>4.00</b>	<b>PROFESSIONAL GROWTH</b>		
<b>4.01</b>	<b>Self Assessment</b>		
	a. The facilitator accepts supervisory assistance for professional growth.		
	b. The facilitator studies own performance with the objective of self-improvement.		
<b>4.02</b>	<b>Goal Setting</b>		
	a. The facilitator participates in developing meaningful professional growth plans.		
	b. The facilitator exhibits commitment to professional growth.		
<b>4.00</b>	<b>Summary Statement – Professional Growth</b>		

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<b>5.00 SPECIAL COMPETENCIES</b>				
<b>5.01 Professional Responsibilities</b>				
The facilitator follows the policies, procedures and practices in the job description of the Talented and gifted facilitator.				
<b>5.02 Teaching independent Learning</b>				
The facilitator gives students opportunities to make appropriate choices and to take responsibility for their learning.				
<b>5.03 Curriculum Design</b>				
a. The facilitator participates in curriculum design.				
b. The facilitator has knowledge of curriculum and assists in curriculum development.				
c. The facilitator organizes instruction and activities to provide differentiated experiences to meet individual needs.				
<b>5.04 Counseling Students</b>				
a. The facilitator recognizes and assists with special counseling needs of the gifted.				
b. The facilitator works with the school personnel to help with the understanding of the special needs and characteristics of gifted students.				
<b>5.00 Summary Statement – Special Competencies</b>				
<b>DESEGREGATION – Degree which desegregation efforts are supported, implemented and monitored</b>				

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