

Self-Rating for Professional Growth

Candidate's Name: _____ Date: _____

Rate yourself on a scale of 1 to 3 with regard to each statement (1: needs improvement; 2: meets educational expectations; 3: exceeds educational expectations).

Gifted Standards 505-3-.71	Descriptions: The Program shall prepare candidates who...	Beginning of Program	After courses 1 and 2	Completion of Program
1.0000	Foundations:			
1.iv	Understand the relationship of gifted education to the organization and function of educational agencies.			
1.v.	Are familiar with issues in definition and identification of individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds.			
1.ix	Understand the potential impact of differences in values, languages, and customs that can exist between the home and school.			
1.x.	Understand the impact of the dominant culture on shaping schools and individuals who study and work in them.			
3.0000	Individual Learning Preferences:			
3.ii	Understand variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with gifts and talents, family, and schooling.			
3.viii	Understand the impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.			
4.0000	Instructional Strategies:			
4.v.	Teach individuals to use self-assessment, problem solving and other cognitive strategies to meet their needs.			
4.viii.	Integrate social skills into curriculum.			
4.vix.	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, self-esteem, and self-advocacy.			
5.0000	Learning Environments and Social Interactions:			
5.ii.	Know strategies used by diverse populations to cope with legacy of former and continuing racism.			
5.v.	Know grouping practices that support differentiated learning environments.			
5.xii.	Design learning environments that encourage active participation in individual and group activities.			
5.xiv.	Teach self-advocacy.			
5.xix.	Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences.			

5.xxi.	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.			
6.0000	Language:			
6.ii.	Understand characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of language.			
6.iv.	Understand ways of behaving and communication among cultures that can lead to misinterpretation and misunderstanding.			
7.0000	Instructional Planning:			
7.i.	Understand national, state, and provincial, and local curricula standards.			
7.ii.	Understand scopes and sequences of general and special curricula.			
7.iii.	Understand theories and research that form the basis of curriculum development and instructional practice.			
7.xi.	Sequence, implement, and evaluate learning objectives.			
7.xiv.	Develop and implement comprehensive longitudinal individualized programs in collaboration with team members.			
8.0000	Assessment:			
8.iii.	Understand national, state, or provincial, and local assessment, accommodations and modifications.			
8.viii.	Interpret information from formal and informal assessments.			
8.xii.	Develop or modify individualized assessment strategies.			
9.0000	Professional and Ethical Practice:			
9.i.	Understand personal cultural biases and differences that affect one's teaching.			
9.vii.	Evaluate program activities for continued improvement.			
9. xviii	Participate in the activities of professional organizations related to gifted and talented education.			
9.xix.	Reflect on one's practice to improve instruction and guide professional growth.			
10.0000	Collaboration:			
10.ii.	Understand concerns of families of individuals with gifts and talents and strategies to help address these concerns.			
10.vii.	Assist individuals with gifts and talents and their families in becoming active participants in the educational team.			
10.xii.	Model techniques and coach others in the use of instructional methods and accommodations.			
Total self-rating				

Goals for Professional Growth

At the beginning of the first course in the Gifted Endorsement Program, select two objectives from different gifted standards and write a growth goal for each. Indicate how you intend to measure your progress/success. Refer to standards/objectives from *Self-Rating for Professional Growth*

Standard # ____ and specific objective:	
Standard # ____ and specific objective:	
Growth goals and measurement:	
Candidate's Signature:	Date:
Instructor's Signature:	Date:

After completing courses 1 and 2, assess your progress with the growth goals stated above. If you have not met these goals, state how you intend to continue progress toward these goals or if you have met these goals develop new goals from different standards/objectives .

Candidate's Signature:	Date:
Instructor's Signature:	Date:

At the end of the Gifted Endorsement Program, assess your growth as related to your stated goals.

--	--

Candidate's Signature:	Date:
-------------------------------	--------------

Instructor's Signature:	Date:
--------------------------------	--------------