

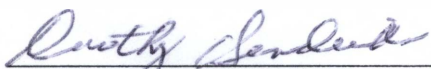
To: The Graduate Council:

I am submitting herewith a dissertation written by Jeffrey Wayne Woods entitled, "The Characteristics of Successful and Effective Teachers of the Gifted." I have examined the final paper copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.

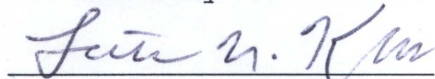


Dr. Thomas N. Turner, Major Professor

We have read this dissertation.
and recommend its acceptance:



Dr. Dorothy Hendricks



Dr. Lester Knight



Dr. Michael Fitzgerald

Accepted for the Council:



Vice Chancellor and Dean of
Graduate Studies

Thesis
2004b
.W66

THE CHARACTERISTICS OF SUCCESSFUL AND
EFFECTIVE TEACHERS OF THE GIFTED

A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

Jeffrey Wayne Woods
August 2004

DEDICATION

This dissertation is dedicated to my parents Brenda and Gary, my brother Charlie, and all of my friends for their support throughout the entire process. It took the collective support of everyone to get me through all of the work.

ACKNOWLEDGEMENTS

I would like to thank all of those who assisted me in the completion of this dissertation and degree. I would like to Dr. Thomas Turner for the countless hours of assistance, support, and friendship during this study and the years of schooling before it was completed. I would like to thank Dr. Michael Fitzgerald for sharing his knowledge, his friendship, and for his guidance during this process. I would like to thank Dr. Dorothy Hendricks for her dedication to the public education system and the inspiration she instilled in me to work hard and achieve more. I would also like to thank Dr. Lester Knight for his understanding, kindness, and knowledge.

I would also like to thank Dr. Michael Glenn Lovorn for being my friend during this study; I would have given up many times without his support. Thanks to Christy Seals for the assistance with the transcription.

I would also like to express my gratitude to all of my former professors at Lincoln Memorial University for their dedication and hard work: Tony Maxwell, Connie Wright, and Dr. Okie Wolfe.

ABSTRACT

The purpose of this study was to determine the defining qualities of teachers of the gifted. Five teachers of gifted students in the Knox County System were identified as being successful and effective based on supervisor and administrator evaluation. A series of structured interviews and observations were conducted. A rubric was also completed by the TAG supervisor. The researcher completed a thick description of each TAG teacher's classroom. Based on the analysis of interviews, observations, and rubric data, the researcher attempted to identify and describe the characteristics, which contributed to the effectiveness of those teachers. The researcher concluded from the data that successful teachers of the gifted seemed to be more flexible or adaptable than their less successful counterparts, had a rich variety of experience, had broad and varying interests, were open and approachable, demonstrated a variety of teaching styles, and considered themselves knowledgeable or interested in research pertaining to gifted education. Neither age nor gender appeared to be a factor.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.....	1
The Problem	3
The Purpose of the Study	4
Research Questions	5
Need for the Study	6
Delimitations of the Study	7
Basic Assumptions	8
Definitions of Key Terms	9
Overview of Methodology	10
Summary	12
II. REVIEW OF LITERATURE	13
History of Gifted Education.....	15
History and Background of Knox County's Gifted Program.....	20
Characteristics of Gifted Students	26
Student Desired Characteristics for Teachers of the Gifted.....	32
Characteristics of Teachers of the Gifted	34
Summary.....	42
III. METHODOLOGY	43
Research Context	44
Washington Elementary.....	45
Lincoln Elementary	47
Jefferson Elementary	49
Adams Elementary	50
Madison Elementary	53
Research Participants	55
Data Collection	55
Procedures Used	72
Analysis	73
Summary of Methodology	74
IV. SYTHESIS OF DATA	75
Summary of Interviews	76
Summary of Observations	98
Summary of Rubrics	110
Summary	135

V. INTRODUCTION.....	141
Summary of the Study	141
Conclusions from the Study.....	143
Recommendations for Further Study.....	149
 REFERENCES	 152
 APPENDIX.....	 159
Interviews	160
Rubrics	253
 Vita.....	 317

LIST OF FIGURES

CHAPTER-FIGURE	PAGE
1-1 Renzulli Triad Model	22
2-2 George Gifted Characteristic Map	41
3-3 Rubric	58
4-4 Knowledge of Content	113
4-5 Knowledge of Learners and Learning Process	115
4-6 Instructional Planning Rubric	116
4-7 Use of Instructional Strategies	118
4-8 The Learning Environment and Classroom Management	119
4-9 Professional Characteristics/Personal Qualities	122
4-10 Use of Communication Strategies	124
4-11 Use of Motivational Strategies	125
4-12 Use of Technology	127
4-13 Human Relation Skills	129

Chapter I - Introduction

There is growing need in our educational system to develop a way to select and retain teachers of gifted children. The Center for Talented Youth states: "Each local school system should develop a procedure for selecting teachers with specific responsibility for identifying and/or providing services for gifted and talented students." The Maryland State Department of Education recommends the following guidelines when selecting teachers of the gifted:

- Evidence of some specific training in gifted education.
- Successful teaching experience
- A genuine interest and desire to work with the gifted.
- Demonstrated evidence of advanced content competence, particularly in mathematics and science.

The State Department of Maryland and Johns Hopkins University also recommend that other factors be considered when selecting a teacher of the gifted:

- Awareness of the cognitive and affective needs of gifted and talented students.
- Knowledge of instructional methods appropriate for highly able learners.

- Ability to impart intellectual curiosity and enthusiasm for learning to students.
- High level of energy, enthusiasm, confidence and resourcefulness.
- Willingness to seek experts to supplement the program where additional expertise is needed.
- Ability to organize and manage instruction to provide for a balance of structure and flexibility.
- Openness to innovation and acceptance of divergent, creative thinking.
- Ability to facilitate students' independence and development of personal responsibility for their own learning.
- Willingness to pursue training for needed professional understanding and competence.

The Supervisor of Knox County's Talented and Gifted (TAG) Department has chosen staff based on certification (K-8), coursework, workshop experience, and work with identifiable National gifted programs (Odyssey of the Mind, Future Problem Solving and Math/Science Olympiad).

This dissertation is an explorational study of the characteristics and traits of five successful and effective teachers of the gifted. The study was based upon interviews

and direct observations of five Talented and Gifted (TAG) teachers in Knox County, Tennessee. Five teachers were chosen from an original list of eight teachers identified as successful and effective by the Knox County TAG Supervisor. The researcher and Supervisor selected five teachers due to the differences in gender, age, experience and differences in the schools where each of the participants taught. A rubric completed by the supervisor of the TAG program was also used in the analysis of the characteristics of the successful and effective TAG teachers of Knox County. The first chapter of the dissertation presents the problem statement, the purpose of the study, research questions addressed, the need for the study, the delimitations, some basic assumptions, definitions of key terms that will be used throughout this dissertation, an overview of the methodology and a summary of this chapter.

The Problem

The focus of this study was the identification and selection of effective teachers of the gifted and the characteristics or traits that such teachers possess. In order to be effective, teachers of the gifted may need to be very different from the regular classroom teachers.

There is growing concern about the selection, improvement and retention of teachers for the gifted. Renzulli (1968) stated that "since teachers have a significant influence on the learning environment, and are critical to the success of gifted programs, the characteristics, skills, knowledge, and training of the teachers who implement gifted programs should be the concern of all gifted providers." The way to identify key attributes of successful teachers of the gifted is to begin with an analysis of the characteristics/behaviors of (gifted) teachers who have experienced success over time. Do teachers of the gifted in Knox County, Tennessee possess attributes and characteristics that make them successful with talented and gifted youth? Are the characteristics similar in these teachers or do they differ? Do characteristics such as: level of experience, gender, school, type of community, or teaching style makes a difference?

The Purpose of the Study

The purpose of this study was to determine the defining qualities of five Knox County teachers of the gifted. These teachers of the gifted had been identified as being successful and effective. The data for this study consisted of: transcripts from recordings of a series of

structured interviews, the field notes from observations, and a rubric completed by the TAG supervisor. Similar data was collected on each of the participants. A thick description of each TAG teacher's classroom was also completed by the researcher and included. Based on the interviews, observations, and the rubric, the researcher attempted to describe the characteristics, which contributed to the effectiveness of those teachers.

Research Questions

In order to address the purpose of the study, the researcher used interviewing methods, observations, and a rubric to answer the following research questions.

1. What are the defining characteristics of effective TAG teachers in Knox County, Tennessee?
2. Could any differences be attributed to the teachers' levels of experience, the socioeconomic status of their schools, their gender or their age?
3. Were the characteristics of teachers of the gifted in Knox County similar to or different from the characteristics that researchers in the field say are essential to a successful teacher of the gifted?

Need for the Study

If a set of defining characteristics were developed it might enable administrators to more effectively identify successful teachers of the gifted. With the growing debate over teacher accountability and teacher effectiveness, this study was done in order to present vital information that will show whether or not the TAG teachers are actually making an impact on the education of gifted youth. This study may also assist in the hiring of TAG teachers. The study will identify the characteristics of successful teachers of the gifted and talented and with this information a more informed decision on whom to hire can occur. With implementation of more suitable teachers a more positive teaching environment can exist and may in fact lower the turnover of TAG teachers by eliminating candidates who don't fit the mold. Information found in this study may validate the need for and continuation of the gifted program. The study may also be beneficial for preservice and inservice training of regular classroom teachers who want to develop their teaching skills in the gifted area.

At the time of this study the TAG program in Knox County employed thirty-three teachers, ten of whom were

non-certified. The group of thirty-three instructors was made up of mainly former teachers of regular classrooms. The program also had only three male talented and gifted (TAG) teachers. This study may influence future hiring practices by revealing characteristics and attributes that are more successful with gifted students. The study may also help validate the professionalism of the non-certified teachers in the Knox County TAG Department.

Many administrators, teachers, and parents in Knox County have posed questions about the "credentials" of TAG teachers. Many currently employed by the TAG program have been asked how or why they were hired. They have also been asked what sets them apart from teachers in the regular classroom. Hopefully a study of this nature can begin to answer some of these questions.

Delimitations of the Study

For the purpose of this study, the researcher made the following delimitations:

1. The study was delimited to the characteristics of five TAG teachers selected from Knox County, Tennessee.
2. The study was delimited to three direct

observations of the five selected TAG teacher in a classroom setting; Five were selected due to time constraints.

3. The study was also delimited to interview, which lasted between thirty minutes to one hour due to time constraints.
4. The study was also delimited by the questions asked, which were based on prior research with teachers of the gifted.
5. The study was also delimited to the fact that the interviews were cassette recorded and participants may not have been fully candid.

Basic Assumptions

For the purpose of this study the following assumptions were made:

1. Responses by the teachers were indicative of their actual feelings or thoughts on the questions asked of them (basic honesty).
2. The population was a representative sample of successful gifted teachers in Knox County, Tennessee and gifted teachers in general.
3. The interview process was a legitimate way of discovering information.

4. The particular times that teachers were observed are representative of their normal classes.

Definitions of Key Terms

Terms used with specific meaning in this study were as follows:

1. TAG (Knox County)- Talented and Gifted is a Knox County Schools program serving academically advanced students in grades 3-8.
2. Talented And Gifted (as defined by Knox County Schools)-
 - (1) Intellectually gifted as determined by Tennessee state guidelines; or (2) Academically advanced as determined by achievement test scores on the 96th percentile in two of the following: total reading, total math and total battery; or (3) Creative producers as determined by student information gathered by the child, parents and school personnel.
3. Successful/ effective teacher of the gifted- TAG teachers in Knox County, who were deemed successful by their supervisor, their principals, their peers and the TAG leadership team.
4. Stanford/Binet- Intelligence scale that includes comprehensive coverage of five factors--Reasoning, Knowledge, Working Memory, Visual, and Quantitative--and

- the ability to compare verbal and nonverbal performance.
5. Terra Nova- Achievement test and a statistical tool used nationally for most grade levels.
 6. IQ- Intelligence Quotient as measured by any number of tests.
 7. Leadership Team- a group of five Knox County TAG teachers, who are elected by their peers to make decisions related to policy and curriculum with the gifted department.

Overview of Methodology

The supervisor for Knox County's Talented and Gifted (TAG) Department identified five successful gifted teachers at the elementary level. The TAG supervisor selected these five teachers because of their performances in their schools. The TAG supervisor stated, "These five teachers have always received stellar remarks from administrators, parents and children." The supervisor also remarked that the five teachers selected "have always performed at the highest level and that is shown in observation by myself, school principals and vice principals." The five teachers were also considered to be successful by the administrators in their respective schools based of yearly evaluations. The TAG department also had a leadership team, which was

comprised of TAG teachers whom their peers feel were the most qualified; each of the five participants of this study were either members of the leadership team themselves or were deemed to be highly effective by the team. These five teachers were also selected based on the following criterion: varying levels of experience, schools that differ socioeconomically, gender and age.

These five teachers were asked the same set of questions seeking: background information, teaching practices, qualities they possess that they believe to be important for a teacher of gifted youth, lessons taught, interests, and hobbies. Observations of classroom behavior and practices were also conducted and documented in field notes. A complex rubric revealing the thoughts and opinions of the TAG supervisor was also completed on each of the five participants.

The five participants were observed in their every day, gifted classroom three times. The interviews were conducted one on one by the researcher in person at each of the participant's schools. During the observations the researcher was looking for characteristics or traits that the teachers possessed. After the interviews and observations had been completed the information was

reported and compared to similar studies and or findings in the field.

Summary

This chapter summarized the dissertation Identifying the Characteristics of Successful and Effective Teachers of the Gifted. This chapter included the problem statement, the purpose of the study, research questions addressed, the need for the study, the delimitations, some of the basic assumptions, definitions of key terms that were used throughout the dissertation and an overview of the methodology.

Chapter II - Review Of Literature

This chapter dealt with relative research and literature related to the purpose of the study. The purpose of this study was to determine the defining qualities of five Knox County teachers of the gifted. Each of the five was identified as successful and effective. Analysis was accomplished through a series of structured interviews, a series of direct observations and a complex rubric related to effective teaching completed by the TAG supervisor on each of the participants. A thick description of each TAG teacher's classroom was developed based on observation. Based on the analysis of the interviews, the direct observations, and the rubric, the researcher identified a common set of qualities, characteristics or traits that are common in five successful and effective Knox County teachers of the gifted.

Identifying characteristics of successful teachers is not a new idea. According to Sanderlin (1973), from a study that goes as far back as the Eighteenth century, it was "expected that teachers have special traits that set them apart from other professionals." More recent research in the area of teacher characteristics has pointed out that different skills are needed for different contexts and that

an effective teacher for one type of student may not necessarily be the most effective for another (Brophy & Good, 1986). Though this study was conducted on regular classroom teachers, it may have implications for teachers of the gifted as well.

Research in the area of successful or effective teachers of the gifted is far less extensive than is the research on the regular education classroom teacher. However with the small amount of research on effective teachers of the gifted there does seem to be some agreement. A review of literature in the area of effective teachers of the gifted reveals many lists of characteristics or attributes that are common to teachers of gifted youth.

Education of the gifted and talented, like many issues in education, has more than one point of view or opinion from professionals in the field. One of the issues, which is lacking in research has to do with characteristics of teachers of the gifted. Many professionals in the field of gifted and talented education have identified attributes or characteristics that teachers should possess, but few studies actually tell us what attributes and characteristics teachers of talented and gifted do possess.

Similarly, a number of studies have been conducted seeking the attributes or characteristics gifted students prefer in their teachers. According to Renzulli, "teachers of the gifted are expected to teach creative problem solving skills to their students and to guide them in applying the skills once they have been acquired."

History of Gifted Education

During the late 1800's and early 1900's the definition of giftedness was fairly narrow when compared to today's definition. The definition dealt only with intelligence, in most part measured by IQ (Intelligence Quotient). In 1916 Lewis Terman, a Stanford psychologist, modified the Binet test which is now known as the Stanford/Binet I.Q. Test. Terman's 1921 definition of gifted was "the top 1% level in general intellectual ability measured by the Stanford-Binet Intelligence Scale or a comparable instrument (Renzulli 1978)." Terman also conducted a long-term study in 1920 of 1,500 gifted children (Davis, 1997). Before World War II being gifted only considered the top 1-2%, but after 1940 in was expanded to include the top 10-15% (DeHaan & Havighurst, 1961).

A debate that has existed in gifted education since its beginnings has been the reliance on IQ tests to measure

the giftedness of a person. During the beginnings of Terman's studies, some were calling for a more expanded definition of giftedness (Witty, 1971). Witty's definition of giftedness from the early 1930's included "any child whose performance in a worthwhile type of endeavor is consistently or repeatedly remarkable (Witty, 1971)." Witty defined giftedness in this way because he felt that intelligence tests "did not elicit any kind of imaginative, original or unique response (Witty, 1971)." Despite Witty's initiative to have a more inclusive definition of giftedness, the reliance upon intelligence tests still dominates gifted education today.

Dr. Leta Stetter Hollingworth a professor at Teachers College of Columbia University published *Gifted Children: Their Nature and Nurture* (Colangelo, 1997). This was one of the earliest textbooks used in gifted education. Dr. Hollingworth also ran the Speyer School Experiment in New York City, a school for gifted children. This school was a project involving both Columbia University and the New York City Board of Education (Colangelo, 1997). Hollingsworth has been credited with an early definition of giftedness that has influenced gifted education throughout the past eight decades: "Gifted children are those identified by

mental tests as very superior to the average (Colangelo, 1997)."

Fliegler and Bish (1959) conducted a review of the literature on gifted education from 1953 to 1959 and came up with another definition of giftedness. The definition they came up with included "children who possess superior intellectual potential as well as a functional ability to perform in the top 15-20%, talents in such specific areas as science and mathematics, or unusual creative ability (Fliegler & Bish, 1959)." This definition is significant to gifted education because it was the first definition to mention the word "potential." Interestingly the fact that Fliegler and Bish singled out science and mathematics may be indicative of the fact the Russia had recently launched Sputnik.

The one event that is mentioned over and over as having an impact on gifted education is the launching of Sputnik in 1957. After the Russian satellite was launched many reports criticizing American education, especially the lack of recognition of the needs of gifted children were published (Delisle, 1999). This led to the National Defense Education Act in 1958 (Piirto, 1999). This Act was an

effort to improve education in the sciences and for gifted students (Piirto, 1999).

During the 1960's the focus on the definition of giftedness shifted again. The definitions from the sixties began to focus on "thinking" abilities in creative, abstract, problem solving modes (Sumption & Luecking, 1960). Sumption and Luecking had yet another definition of giftedness, "potential to perform tasks requiring a comparatively high degree of intellectual abstraction or creative imagination or both (1960)." Another thought of giftedness out of the sixties was:

"The gifted are those students whose potential intellectual powers are at such a high ideational level in both productive and evaluative thinking that it can be reasonably assumed they could be the future problem solvers, innovators, and evaluators of the culture if adequate educational experiences are provided."

...(Lucito 1963, in Alexander & Muia 1982)

In 1969 amendments to the Elementary and Secondary Education Act (ESEA) directed the Commissioner of Education to make a national survey on the status of education for the gifted. This would eventually become known as the Marland Report. Commissioner of Education, Sydney P. Marland (1972) gave the following definition to Congress:

Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high

performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.

Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

1. General intellectual ability
2. Specific academic aptitude
3. Creative or productive thinking
4. Leadership ability
5. Visual and performing arts
6. Psychomotor development

Marland's definition made another huge impact in gifted education because in his report he mentioned for the first time, "professionally qualified persons." Also this report mentioned for the first time, "psychomotor development." The Marland Report was issued to Congress noting the deteriorating state of gifted and talented education (Delisle, 1999). In 1974 the first allocation of federal money was granted in the sum of \$2.56 million. This sum was reached due to the estimation of there being 2.6 million gifted and talented children in the United States and so it was essentially one dollar per gifted child (Piirto, 1999). The Marland also directly led to the creation of the National Office of the Gifted and Talented (Marland, 1972).

In 1980 a Title IX, Part A, of Public Law 95-561 said that gifted and talented were

"...children and where applicable, youth, who are identified at the preschool, elementary, or secondary level as possessing demonstrated or potential abilities that give evidence of high performance capability in areas such as intellectual, creative, specific academic, or leadership, or in the performing and visual arts, and who by reason thereof require services or activities not ordinarily provided by the school."

... Sellin & Birch, 1980

This definition of giftedness had a little of past and present definitions mixed together. The most significant aspect of this law was that it specifically mentioned identification at the preschool, elementary, and secondary levels. This law also saw exceptional children at both ends of the spectrum, kids who were gifted and mentally handicapped.

History and Background of Knox County's Gifted Program

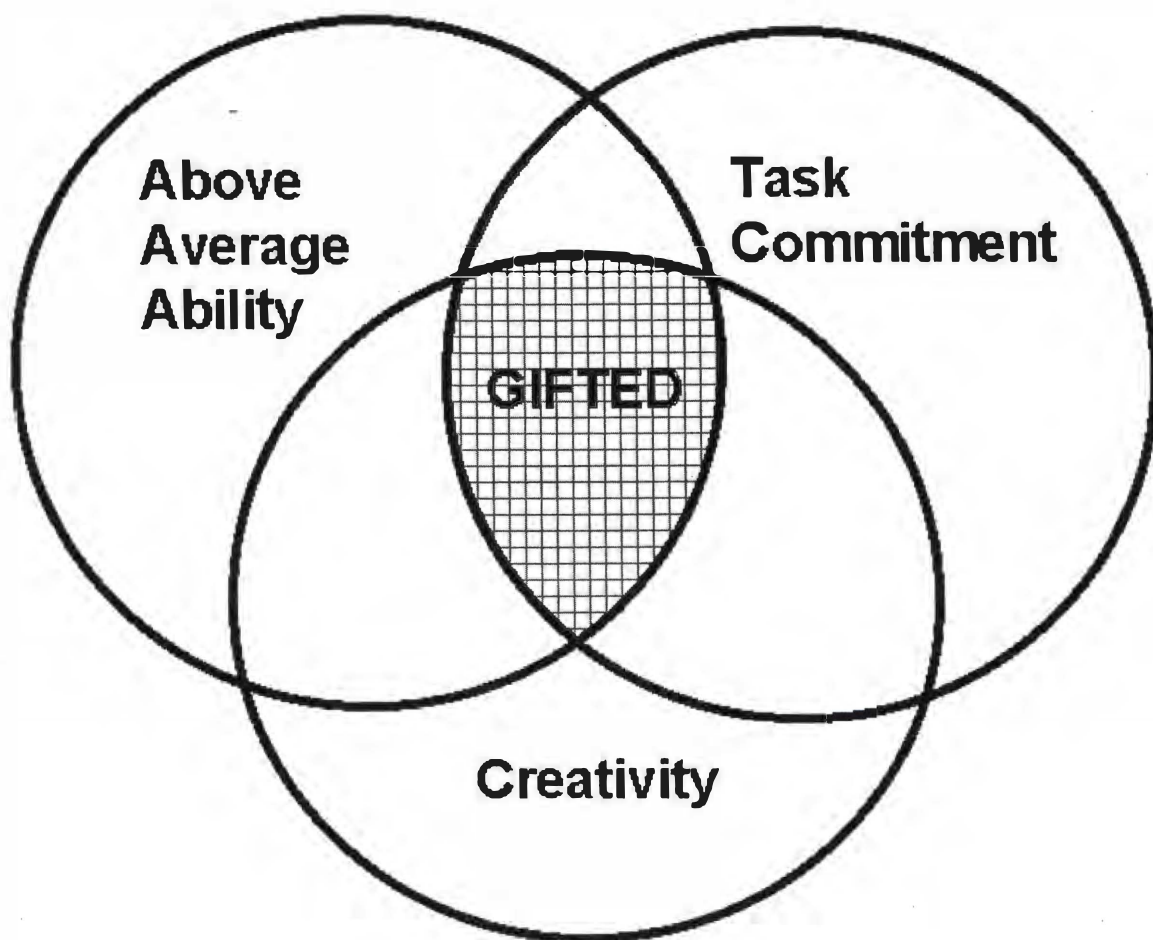
This section was designed to give some background information on the history on Knox County's Talented and Gifted program. All of the information for this section was gathered via an interview with the Supervisor of Knox County's Talented and Gifted and Magnet programs. The

current supervisor has been with the program since its inception.

The TAG programs' start was sparked by a conference in which Joseph Renzulli was speaking in Nashville, Tennessee. Knoxville had been looking to implement a gifted program during the late 1970's and the current TAG supervisor was asked to look at various models to consider.

Joseph Renzulli was and is still one of the most influential people in gifted and talented education. He was speaking on his Triad Model (Figure 1) on gifted identification. In this model Renzulli gives a new way of identifying and labeling those who are gifted. His model does not rely solely on intelligence scores, but rather it includes aspects such as creative producers, task commitment, and above average ability.

This model was instrumental in laying the groundwork for the Knox County TAG program. In 1982, Knox County and Knox City Schools merged into one school district. This gave Knox County a larger more diverse population of students. One of the major problems that was avoided early on was and is still avoided is under-representation by minority students. By using the Renzulli Triad Model to identify those considered gifted, Knox County did not have



...Renzulli, 1985

Renzulli Triad Model

Figure 1

to rely upon tests scores as the only means of participating in the gifted program. Without the use of the Triad Model, many of the inner-city school would have very little if any participants in the gifted program.

According to the TAG supervisor, this means of identification was ridiculed by other counties in the State due to its vagueness on identification. However, during the late nineties the NAACP looked into and consequently sued every county in Tennessee for under-representation of minorities, except for Knox County.

Before the merger of the two districts, the city schools had five teachers who were certified in gifted education. These five teachers traveled to seventeen different schools in a two-week period. The teachers were only serving children who were considered gifted through an IQ test. Knox County, before the merger, had a certified gifted teacher in every school. The certified teacher worked only with kids considered gifted by IQ tests as the city did. However if the population of the gifted in the school was low, then the certified gifted teacher was just a regular classroom teacher.

The first year after the merger, Knox County had sixteen teachers of the gifted for all of Knox County. Now

the County has thirty-three full time teachers of the gifted. These teachers, depending on the populations of the schools, may have had only one school or even up to four schools.

According to the TAG supervisor, Knox County's gifted program serves around seven thousand students per year made up of eighty-nine schools. These students are part of the gifted program if they participate in any of the following: enrichment (K-2), TAG (3-8), accelerated courses, honors courses or advanced placement.

Identification of students considered gifted by Knox County is based of Joseph Renzulli's Triad Model. Students may be identified and/or receive services based on identification as:

1. Intellectually gifted by Tennessee State Department of Education Guidelines.
2. Academically advanced by academic achievement, or
3. A creative producer by product demonstration and parent/teacher recommendation.

There are several ways a students can qualify for participation. TAG identification begins with standardized scores for students in grades three through eight. The first round of screening is to identify those students

whose achievement test scores fall at the 96th percentile and above. The second round of screening uses the 85th percentile and above to identify those students who are potentially at risk and in need of services for advanced students. Round three of screening uses teacher/parent/student recommendations. These recommendations, combined with test scores and class achievement, provide the data necessary to determine an appropriate program and/or class placement for the individual student.

Knox County's gifted program serves students in the following three ways.

Enrichment

- Enrichment topics through the TAG program (K-2)
- TAG classes with a focused curriculum (3-8)
- Electives at the high school level
- Special topics, clubs and competitions for all levels

Acceleration

- Placement into a subject in a higher-grade level
- Placement into the appropriate higher-grade level
- Placement into a specialized course by meeting entrance requirements.

- On-line courses (high school)
- Honors and advanced placement courses

Grouping

- Reading and mathematics ability grouping within and between classrooms
- Special interest topics (Stock market game)
- Academic competitions (Math, Science Olympiad)
- Specialized courses (T.V. production, ecology)

Individualized instruction is also possible through program modification, independent study or mentorships.

Knox County also provides services to gifted students through magnet school, which are made up of three elementary, one middle and one high school level. The magnet schools include performing arts and sciences, an honor's academy, a math and science academy and a technology academy. The funding for all of Knox County's gifted programs come from local dollars and Title VI funds.

Characteristics of Gifted Students

Lewis Terman conducted one of the earliest studies on the characteristics of gifted students. Terman's longitudinal study initially involved fifteen hundred students in California. As mentioned earlier in this dissertation, Terman was instrumental in the development of

the Stanford-Binet Intelligence Test. The following is a list of some of the findings from Terman's study (Terman & Oden, 1951) on the characteristics of gifted children:

1. The average member of our groups is a slightly better physical specimen than the average child.
2. For the fields of subject matter covered in our tests, the superiority of gifted over unselected children was greater in reading, language usage, arithmetical reasoning, science, literature and the arts. In arithmetical computation, spelling and factual information about history and civics.
3. The interests of gifted are many-sided and spontaneous, they learn to read easily and read more and better books than the average child. At the same time, they make numerous collections, cultivate many kinds of hobbies, and acquire far more knowledge of plays and games than the average child.
4. As compared with unselected children, they are less inclined to boast or to overstate their knowledge; they are more trustworthy when under temptation to cheat; their character preferences and social attitudes are more wholesome, and they score higher in a test of emotional stability.

5. The deviation of the gifted subjects from the generality is in the upward direction for nearly all traits. There is no law of compensation whereby the intellectual superiority of the gifted tends to be offset by inferiorities along nonintellectual lines.

Since Terman's initial study, there have been many follow up studies involving samples of children from the original fifteen hundred. One such study conducted by Ramaseseshan (1957) found that children with high IQ's consistently have more "freedom from problems than average groups." I mention this because there is a myth that gifted students are much more likely to commit suicide than other children.

According to Shneidman (1971) "the forces influencing suicide for any person are also operating when a gifted students takes his or her own life."

Terman and Oden's study from 1947 did conclude that students with high IQ's were "poor mixers and solitary children" if they were in a group of children with lower IQ's. Gifted Children need to be in a peer group that is comparable to their own level (Terman and Oden, 1947).

According to Arnold (1977), the following list of characteristics is associated with gifted children (according to adults):

1. A strong drive for responsibility and task completion.
2. Vigor and persistence in pursuit of goals.
3. Venturesomeness and originality in problem solving.
4. Self-confidence and a sense of personal identity.
5. Willingness to absorb interpersonal stress.
6. Willingness to tolerate frustration and delay.
7. Ability to influence other persons' behavior.
8. Capacity to structure social-interaction systems to the task at hand.

This was of interest because the characteristics listed were obtained from a survey of adults. These were the perceived characteristics of gifted children as the adults saw them.

Laylock (1957) devised one of the most well known checklists of gifted children used. The checklists were made for the use of parents and teachers to use in an attempt to assist in the identification of gifted students.

1. Possess superior powers of reasoning, of dealing with abstractions, of generalizing from specific facts, of understanding meanings, and of seeing into relationships.

2. Have great intellectual curiosity.
3. Learn easily and readily.
4. Have a wide range of interests.
5. Have a broad attention span that enables them to concentrate on and persevere in solving problems and pursuing interests.
6. Are superior in the quality and quantity of vocabulary as compared with children of their age.
7. Have ability to do effective work independently.
8. Have learned to read (often well before school-age).
9. Exhibit keen powers of observation
10. Show initiative and originality in intellectual work.
11. Show alertness and quick response to new ideas.
12. Are able to memorize quickly.
13. Have great interest in nature of man and the universe (problems of origins and destiny, etc.).
14. Possess unusual imagination.
15. Follow complex directions easily.
16. Are rapid readers.
17. Have several hobbies.
18. Have reading interests, which cover a wide range

of subjects.

19. Make frequent and effective use of the library.

20. Are superior in mathematics, particularly in problem solving.

Nelson and Cleland (1975) noted "there is no entirely adequate composite of traits for the gifted." They did however list these characteristics of gifted children:

- Longer attention span
- Larger vocabulary
- Greater fluency of ideas
- Greater intellectual curiosity
- More rapid and effective learning
- Greater ability to generalize and form concepts
- Greater insight into problems
- More curiosity and interests in intellectual tasks
- Earlier reading attainment
- Wider range of interests
- Less concern with convention and authority
- More independence in judgment and thinking
- Keener sense of humor
- Less concern with order and organization

- A more temperamental nature

Student Desired Characteristics for Teachers of the Gifted

There isn't a great deal of research in the area of desired characteristics in teachers of the gifted by their students, but there is some. A study conducted by Bishop (1976) looked at the characteristics of teachers regarded as successful by their gifted, high achieving students. In this study Bishop found that a "combination of intellectual and personal characteristics" was appreciated by students (Bishop, 1976). Bishop concluded that the following were characteristics of successful teachers:

- Maturity and experience
- Intellectual superiority
- High achievement orientation
- Commitment to intellectual growth
- Favorable attitude toward students
- Orderly and systematic approach
- Imagination
- Engagement in intellectual pursuits

Bishop (1976)

Studies conducted seeking student preferences in the characteristics of their talented and gifted teachers have

found that for the most part they prefer "personal characteristics to intellectual qualities" (Krumboltz & Farquhar, 1957). Another study on student preference conducted by Lewis (1982) found similar results. This study worked with small groups of gifted students in grades three through seven in the United States and the students agreed on twenty-two essential characteristics (Lewis, 1982). "The majority of the items the students listed were items related to the personal qualities of the teacher," such as creativity, understanding, patience, and honesty (Lewis, 1982). A study conducted by Abel and Karnes (1994) found that gifted students from rural, lower socioeconomic backgrounds strongly preferred "the personal-social characteristics of their teachers." A study conducted on gifted children in Israel found the opposite of the studies conducted in the United States. Israeli children in grades four through six "demonstrated a strong preference for the intellectual qualities over teacher creativity and teacher presentation of material (Milgram, 1979)."

A study conducted in Australia by Vialle (1998) had a different approach to the preference of gifted teacher qualities. In contrast to the studies previously listed this study asked primary students to describe qualities

that make a good teacher and not to specifically describe their teacher. In this study similar results were found to the studies conducted in the United States; students preferred "personal qualities (understanding and helpfulness) to academic qualities (Vialle, 1994).

Characteristics of Teachers of the Gifted

"Since teachers have a significant influence on the learning environment, and are critical to the success of gifted programs, the characteristics, skills, knowledge, and training of the teachers who implement gifted programs should be the concern of all gifted providers (Renzulli, 1968)."

Gallagher and Gallagher (1994) stated, "Teachers of gifted students need to be creative, original and versatile." According to Tomlinson (1995), teachers of gifted children "need to see themselves as organizers of learning opportunities." Tomlinson (1995) goes on to state that gifted students come into classrooms with knowledge, understandings, ideas and skills; teachers of gifted students need to "orchestrate, direct, guide and facilitate." Tomlinson lists the following characteristics that teachers of gifted children should possess:

- A good knowledge of their subjects

- Sympathetic understanding of child development
- Confidence
- Skill in developing flexible and interesting material
- Highly developed skills of questioning and explaining
- Willingness to guide rather than dictate
- Proven success as a teacher
- An ability to make and accept mistakes

...Tomlinson, 1995

George (1997) described the teacher of gifted and talented students as "one who is aware of and sensitive to their unique cognitive and affective differences." George lists the following attributes for an "ideal" teacher of gifted and talented youth: curious, creative, intuitive, innovative, visionary, caring, sensitive, sincere, empathetic, tolerant, supportive, listening, flexible, spontaneous, open, honest, concerned, competent, confident, responsible, resourceful, respectful, watching, knowledgeable, enhancer, learner, informed, empowering, dynamic, humorous, enthusiastic, inspirational, and a leader (George, 1997). A study conducted by Feldhusen (1997) found the "ideal" qualities of gifted and talented teachers a bit more narrow: enthusiastic, self-confident, motivated, committed to serving gifted kids, able to apply

theory and practice and capable of gaining support for gifted education.

Another view on the teacher characteristics that fit the needs of gifted students is given by Bruch and Torrance (1972) .

1. Teachers should care about their pupils. It is not important that teachers be highly intelligent or good looking (though they should dress neatly), but it is very important that they be interested in and assist and guide young people.
2. Teachers should be honest. Admission of mistakes, rather than bluffing as infallible experts, is desirable.
3. Teachers do not have to be strict. Although firmness is rated as "fairly important," the notions of the "tight ship" strictness, "tough" disciplinary methods, and a quiet classroom are rejected.
4. Teachers should trust their pupils. Pupils apparently realize that adults need to have confidence in the young person's ability to act responsibly.

There was another interesting study on teachers of the gifted conducted in the late seventies by Feldman (1979).

This study dealt with gifted students being taught chess and music. Feldman made the following conclusions:

1. The children are taught by remarkable teachers, each a master of his field and a master teacher.
2. Each teacher has a distinctive style; the styles are different, but there is a coherence to how each teacher carries out his plan of instruction.
3. All curricula (in chess, music, and I believe mathematics as well. Although I have had less experience in the latter field) recapitulate in some sense the history of the field. For example, in chess both masters guide their students through the games of all world champions of chess, often going back one hundred and fifty years.
4. The teachers are at least as passionate and committed to the field in which they work as are their pupils; they are also enormously dedicated teachers, reflective and vigilant about their instruction.
5. None of the teachers was a gifted prodigy himself.

A study by Bloom (1980) states "it may be concluded that the characteristics of teachers studied so far are static variables which are not directly alterable by in-service or other teacher training programs." Bloom is referring to such characteristics as sense of humor, honesty, trust, or any of those characteristics that are unchangeable. Bloom's point is that we should focus on characteristics that we can train teachers of the gifted to improve on or even develop. The following chart is a rating scale of significant behaviors in teachers of the gifted.

1. Encourages self-selection of materials

- A) Students have freedom to select materials at higher conceptual levels of difficulty.
- B) Teacher encourages pupils to make own selections and decisions.

2. Clarifies classroom goals and purposes using broad concepts rather than detail

- A) Relates discussion to course objectives.
- B) Student's performance indicates understanding of course objectives.

3. Selects questions that stimulate higher level thinking

A) Questions encourage students to draw analogies and to indicate relationships.

B) Students are able to ask analytic questions.

C) Students generalize from concrete to abstract at advanced levels.

4. Encourages independent thinking, including difference of opinion

A) Students are encouraged to examine thoroughly and accurately controversial issues.

1. Students compare and contrast different issues, using objective evidence.

5. Is unthreatened by own mistakes

A) Teacher is undisturbed and unembarrassed by own mistakes or criticism of students.

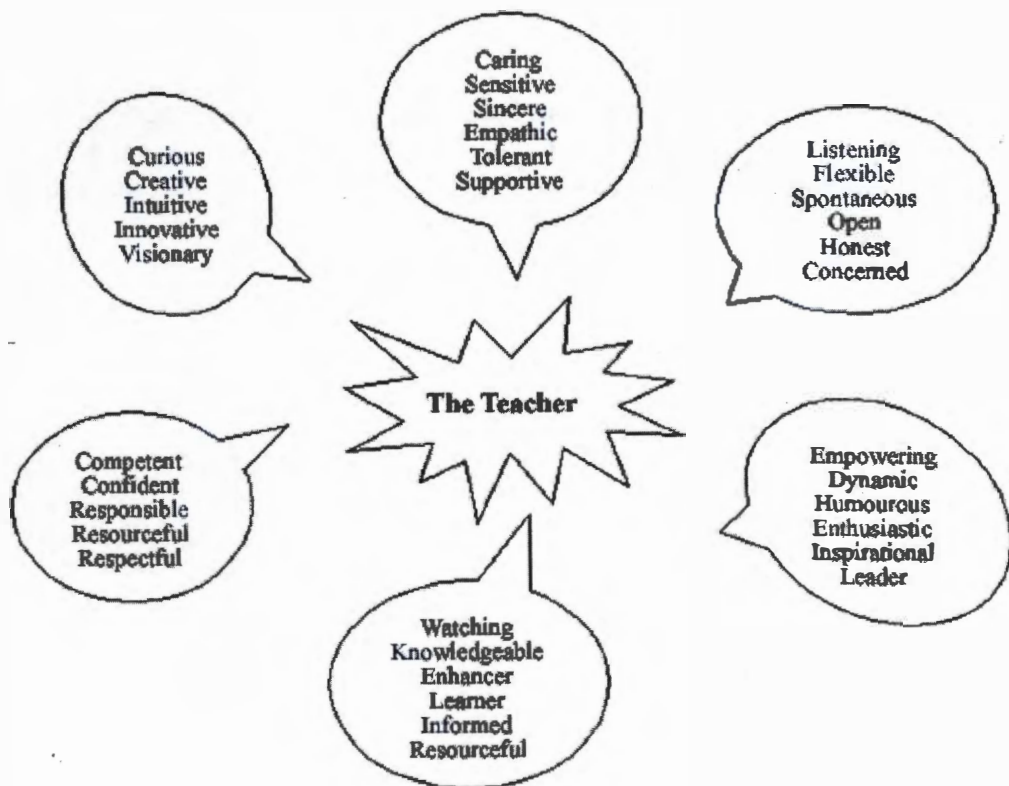
...Selected from Martinson-Wiener rating scale of significant behaviors in teachers of the gifted (1983).

The characteristics listed in the scale are those that could be improved or even taught to teacher's of the gifted at inservice training.

Gallagher (1994) makes the following recommendations in the hiring of teacher's of the gifted:

1. Teachers specifically assigned to teach gifted and talented should hold a master's degree in the field.
2. State certification and endorsement standards should be mandatory, with provisions for permissive phase-in until sufficient qualified professionals are available.
3. Information concerning gifted and talented children should be part of every teacher's training.
4. One or two years of successful teaching experience should be required of teachers before assignment to gifted and talented special programs.
5. Teachers of gifted and talented children should have a strong content area emphasis in their background.
6. Teachers should have a variety of special competencies for teaching gifted children.

Finally, in a study conducted by George (1997) he describes the teacher of gifted and talented students as, "one who is aware of and is sensitive to their unique cognitive and affective differences." George illustrates the characteristics of the "ideal" teacher of the gifted in a simple diagram (Figure 2).



...George 1997

Figure 2 George Gifted Characteristic Map

Summary

This chapter has summarized the relative research and literature related to the identification of characteristics or traits possessed by successful and effective teachers of the gifted. The next chapter will discuss the methodology used throughout this study.

Chapter III - Methodology

The purpose of this study was to determine the defining qualities of five Knox County teachers of the gifted. These teachers of the gifted had been identified as being successful and effective. The data for this study consisted of: transcripts from recordings of a series of structured interviews, the field notes from observations, and a rubric completed by the TAG supervisor. Similar data was collected on each of the participants. A thick description of each TAG teacher's classroom was also completed by the researcher and included. Based on the interviews, observations, and the rubric, the researcher attempted to describe the characteristics, which contributed to the effectiveness of those teachers.

Chapter 1 has given an overview of the study and Chapter 2 has given relative research and literature related to the purpose of the study. The purpose of this chapter was to discuss the methodology used for the study. The purpose of this study was to determine the defining qualities of five Knox County teachers of the gifted. Each of the five was identified as successful and effective. Analysis was accomplished through a series of structured interviews, a series of direct observations and a complex

rubric related to effective teaching completed by the TAG supervisor on each of the participants. A thick description of each TAG teacher's classroom was developed based on observation. Based on the analysis of the interviews, the direct observations, and the rubric, the researcher identified a common set of qualities, characteristics or traits that are common in five successful and effective Knox County teachers of the gifted.

Research Context

The study was conducted in five elementary schools in Knox County, Tennessee during the month of April. For purposes of anonymity the schools will be referred to with fictitious names: Washington Elementary, Lincoln Elementary, Jefferson Elementary, Adams Elementary and Madison Elementary.

Knox County Schools are located in Eastern Tennessee, which a medium sized city. The school system served almost 52,000 students. There were eighty-nine schools kindergarten through high school serving those students. Knox County employed: 3,587 teachers, 695 instructional aides, 90 guidance counselors, 88 librarians, and 330 administrators at the time of this study. The county had a diverse population of schools ranging from rural to urban.

The five schools involved in the study were in part selected because each school has different characteristics, which may be important to the study. The five schools were first and foremost selected because the TAG teacher at that particular school was determined to be successful and effective by their supervisor, their peers, and their administrators.

Washington Elementary

The observations at Washington Elementary took place on three consecutive days in April. The days were April first, second and third. Each observation lasted approximately two hours. During the observations classes were observed as well as other duties that a teacher of the gifted in Knox County might have to perform on a regular day.

Washington Elementary is set in a very rural part of Knox County. In fact to get to the school one had to drive down a series of winding roads with several places on the road being wide enough for only one car to pass. The school sat off the road with only a few houses within a three-mile radius. The school was built in the 1960's and does show signs of aging.

The school served kindergarten through fifth grades and has six hundred and thirty-five students. Despite the fact that the school was very rural in location, it was by no means a poor school. Washington Elementary had only eleven percent of its' students on the free/reduced lunch program. This was one of the lowest in Knox County. The school also had the lowest mobility rate in the county at nine percent. The mobility rate was the number of students who were enrolled at the beginning of the year and then switched schools by the end of the year. This tended to indicate that the population was stationary and that the school experienced few problems with parents wanting to remove their children.

The TAG room at Washington Elementary was located just off from the main office. The room used to be a storage room and was large enough to hold about twelve kids comfortably. The room had no windows and received a high volume of noise from the copiers in the workroom located next door. A large table was located in the center of the room with thirteen chairs around it. The room had two very worn and very beat up bookshelves holding books, papers, supplies, chessboards, models of dinosaurs and all kinds of samples of student work. Things in the room seemed to be

very disorganized and this may have been due to the small space.

Lincoln Elementary

The observations at Lincoln Elementary took place on three consecutive days in the month of April. The three days started on Tuesday the eighth and ended on Thursday the tenth. Each of the observations lasted approximately two hours. The observations included class time as well as the regular duties that a teacher of the gifted might perform on any given day.

Lincoln Elementary is located in the middle of the suburbs. The school was located within a few miles of a large shopping mall, several grocery stores and hundreds of other independent stores. The neighborhood surrounding the school was made up of middle class to upper class housing. There were also several less expensive housing apartments, which also fed into the school.

Lincoln Elementary was a kindergarten through fifth grade school. The school's enrollment for the 2002-2003 school year was seven hundred and one students. Of those students ten percent were receiving free/reduced lunch based on their families income. This was a very low number of students, which indicates that the school had a low

population of kids that would have been considered poor. The school also had a mobility rate at eleven percent, which was also very low for the school system. This indicated that families did not move a lot from this area and that they were probably satisfied with the school itself.

The TAG room at Lincoln Elementary was located in a portable (trailer) on the northeast side of the school. The portable was divided into two halves. One side contains the gifted room and the other houses a regular fourth grade classroom. The TAG room was very large and could easily accommodate thirty-five students in necessary. During the three observations there were never anymore than fifteen children in the room at one time.

The room was carpeted and had twenty chairs with desks attached and also two large tables with a dozen chairs around each. The sides of the room had a total of seven computers along the walls. The computers vary with no more than three being alike. The walls of the room were bare with the exception of a large world map located at the back. The room also had four large cabinets, which contained a large amount of supplies. The supplies included paint, glue, assorted paper, scissors, pencils, books,

games, magazines, models of planets, models of dinosaurs and videos.

Jefferson Elementary

The observations at Jefferson Elementary took place on the three consecutive days of April fifteenth, sixteenth and seventeenth. The observations began on a Tuesday and ended on a Thursday. Each of the observations lasted approximately two hours. The observations included regular classroom times and other daily duties that a gifted teacher in Knox County might have to perform.

Jefferson Elementary is located in the inner city and just off from a major interstate. The school was built in the early sixties, but has had a lot of updates. The updates included a very modern computer lab and a green house on the backside of the school. The school was surrounded by low income housing units. Across the street was a huge government housing complex and to the left and right of the school were very low-income apartment complexes.

The school obviously had a population of low-income students. In fact eighty-five percent of the school's population received free/reduced lunch. This was the third highest out of the eighty-nine schools in Knox County. The

school also had a moderate mobility rate of twenty-eight percent. This meant that almost one in three of the students attending left at one time or another.

The TAG room at Jefferson Elementary was a converted closet. The closet used to be for janitorial supplies and was located in between the girls and boys restrooms. The room was big enough to accommodate no more than five students at a time. The room had one table pushed against a sidewall with five chairs underneath. There was also a small teacher's desk located in the back, one file cabinet and a small bookshelf fill out the room. The room's walls were completely covered with posters of presidents, space exploration, environmental issues, and student work. The room was also not carpeted making the small space very loud even with a small number of students.

Adams Elementary

The observations at Adams Elementary took place during the month of April. The observations were during the three consecutive days of the twenty-second, twenty-third, and twenty-fourth. Each of the observations lasted approximately two hours. During the time at the school the regular classroom was observed as well as any other duties

that a TAG teacher in Knox County might have to perform on a normal day.

Adams Elementary, like Jefferson Elementary is located in the inner city. The original part of the school was built in the early 1950's with an addition put on in the 1970's. The school has no carpet and no real up to date features throughout the entire building.

A small community compromised of older homes surrounded Adams Elementary. There was one market/gas station in the community and it seemed to serve as the local meeting place. Each of the three days traveling to the community this market was packed with at least twenty-five people. The houses were old and many seemed to be neglected, but the yards were clean and well kept.

The school was small with a population of only four hundred and forty-seven students during the 2002-2003 school year. Adams Elementary, like most inner city schools had a very low socioeconomic population. The school had seventy-seven percent of its' population on the free/reduced lunch program. The school also had a high mobility rate at thirty-one percent. Again, almost one in three children at this school left at sometime during the year.

The TAG room at Adams Elementary was a huge room that was shared with the guidance counselor. The room was twice the size of any regular classroom throughout the school. There was an entire wall of windows on the east side of the room with a view of the main street below. The room was almost entirely made up of hardwood. The floors were hardwood, the cabinets, the windows, the tables, the teacher's desk all made of hardwood. The walls were almost completely bare with the exception of the periodic table located directly above the teacher's desk. The cabinets hanging along one sidewall contained mostly science items such as test tubes, petry dishes, swabs, Bunsen burners, microscopes, slides, tweezers, tongs and other small science-type items. The cabinet underneath contains math manipulatives like plastic shapes, dice, tangrams, and rulers.

There were eight huge wooden tables with eight metal stools around each one of them. All the walls had huge strips of peeling paint and the ceiling tiles were all stained with water damage from leaking pipes or a leaking roof. The equipment used in the room seemed out of date and old. During the observations of the TAG classes there were never anymore than sixteen children.

Madison Elementary

The observations at Madison Elementary took place on three consecutive days during the month of April. The observations started on Tuesday the twenty-eight and ended on Thursday the thirtieth. The observations included the instruction of the TAG teacher as well as the daily duties that a teacher of the gifted in Knox County might incur on any given day.

Madison Elementary had a population of seven hundred and eighty-three students during the 2002-2003 school year. The school served children in grades kindergarten through fifth. Madison Elementary was located in the suburbs of an upper middle class neighborhood in Knoxville. The school was surrounded by a massive amount of middle to upper middle class houses. However the school did have a large population of students coming from some low-income apartments from all over the school zone. The school was built in the 1980's, but it has had some obvious upgrades like a computer lab and a new gym. The school was well kept and very clean. One observation, which was obvious when entering the school was the silence in the halls. There was a huge presence of parents in the building and that seemed

to make a difference of the behavior of the students in the halls.

The school population was mixed. The school had a large population of middle and upper class students, but also had a population of kids considered to be of low socioeconomic backgrounds. The school had a thirty-six percent of its' population receiving free/reduced lunch. So, over one third were receiving government assistance. The school also had a moderate mobility rate at twenty-one percent. Roughly one in five of Madison's students moved during the school year.

The TAG room was of average size for the classrooms in the building accommodating up to thirty students. Twenty computers line the walls of the room. The center of the room had four large tables pushed together with twenty chairs pushed underneath. The walls were covered with posters and student work. The teacher had a desk at the front of the room near the door. Her desk had absolutely no rhyme or reason to it. It looked like a dumping ground for the students. There was a small cubby area, which was full of supplies, materials, computer equipment, and a television with laser disc player.

Research Participants

The participants of this study range in age, experience and years taught. There were also differences in gender, education and schools. For the purposes of anonymity the teachers will be referred to with the fictitious names: Gary Browning, Brenda Wilder, Barbara Hoskins, Dorothy Hensley and Vicki Wilson.

Data Collection

Three sources of data were used for this study: interviews, direct observation, and by a rubric which was completed by the TAG supervisor.

The interview questions were derived from research related to teacher characteristics. Since no questionnaire could be found in the existing literature dealing with teacher characteristics, the researcher developed the list of interview questions. The questions were based on the results of several studies conducted on gifted education. The questions were seeking background information, information on teaching practices, and additional questions probed to determine qualities possessed that were believed to be important for a teacher of gifted youth. The questions asked were as follows:

1. Could you please tell me a little about your educational background? High School? College? Graduate Schooling? Course of study?
2. How long have you been in the educational field and in what facets, if any, other than teaching?
3. Did the elementary school you attended growing up have a gifted program? Did you participate?
4. Would you have been in a gifted program if your school had one? Why? Why not?
5. As a child what were some of your main interests or hobbies?
6. Would you consider yourself an effective/successful teacher? Why? Why not?
7. How long have you been teaching in the gifted program?
8. Did you feel that you were successful immediately when you started working with gifted children?
9. What are some of the subject areas in which you feel confident in teaching?
10. What types of lessons do you teach to your TAG students? Could you give some examples in detail of a typical lesson?
11. Do you use a lot of technology in your teaching?
12. How do you know when a lesson has been successful with gifted children?
13. If you were to hire the perfect teacher for gifted children what attributes/qualities would you look for in that person?
14. What are some of your hobbies or interests currently?
15. Do you plan on staying in the gifted area of teaching? Why? Why not?
16. What would be your dream job outside the educational

field?

17. Do you read a lot of research on gifted education?

18. How are your relationships with other faculty members and the administrators of your school?

19. Are you in close contact with parents? How?

20. Are you accessible to your students in the building? Do they come to you outside of class time?

All observations were conducted following the interviews.

The observations of the participants took place during three consecutive days during the month of April. During the observations, the researcher was looking for characteristics and qualities that other researchers have determined to be present in successful teachers of the gifted. Qualities sought included those found by Tomlinson and by George. Field notes documented the observations with the researcher seeking teaching practices, attitudes, personality traits and any other bit of information that may assist in the identification of characteristics of these five teachers who were identified as successful by their supervisor, administrators and peers.

The Knox County TAG supervisor completed a complex rubric (Figure 3) on each of the five participants. The supervisor agreed to complete the rubric based on her knowledge of each of the participants, her work with the

Rubric

Knowledge of Content The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught; creates learning experiences to make them meaningful to students.				
Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently
A. Possesses Content Knowledge	Inaccurate or incomplete content knowledge, little or no effort to expand	Minimal knowledge, strives for basic content knowledge competence	Basic content knowledge, seeks out additional information	Advanced content knowledge, seeks out additional information
B. Integrate Knowledge into Instructional Objectives	Unable to use objectives in the development of a lesson	Attempts to use objectives in the development of a lesson	Uses objectives to develop an effective lesson	Presents lesson objectives and strives to make them meaningful to students
C. Utilizes Teaching Resources	Ineffective use of manuals, texts, curriculum guides	Minimal use of teachers' manuals, texts, curriculum guides	Effective use of teachers' manuals, texts, curriculum guides	Supplements manuals, texts, curriculum guides
D. Extends Content Knowledge	Limited effort in class preparation	Minimal effort in class preparation	Strives to be current in class preparation	Strives to be current in class and researches special topics in depth
				Consistently current in class preparation and background research

Figure 3 Rubric

Knowledge of Learners and Learning Process
The teacher understands how children learn and differ in their approaches to learning; provides learning opportunities that support their development.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Meets Individual Pupil Needs	No interest, skill, or ability in ascertaining needs of pupils	Minimal interest, skill, or ability in ascertaining pupil needs	Basic attention to needs of pupils	Frequent attention to needs of pupils	Consistent attention to needs of all pupils
B. Provides for Varied Learning Styles	No provision for varied learning styles	Minimal provision for varied learning styles	Basic provision for varied learning styles	Frequent provision for varied learning styles	Consistent provision for varied learning styles
C. Applies Learning Theories	No or inaccurate application of theories	Minimal application of theories	Basic application of theories	Frequent application of theories	Consistent application of theories
D. Provides for Multiple Levels of Thinking and Concept-Utilization	No provision for multiple levels of thinking or conceptualization	Minimal provision for multiple levels of thinking or conceptualization	Basic provision for multiple levels of thinking and conceptualization	Frequent provision for multiple levels of thinking and conceptualization	Consistent provision for multiple levels of thinking and conceptualization

Instructional Planning
The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Plans in Advance	No short or long-range planning	Minimal short or long-range planning	Basic short and long-range planning	Well-developed short and basic long-range planning	Well-developed short and long-range planning

Figure 3 Continued

B. Prepares High Quality Lesson Plans	Unclear purpose, organization, and detail	Sketchy purpose, organization, and detail	Clear purpose and organization, sufficient detail	Clear purpose, organization, detail, flexibility: provides for individuality
C. Incorporates and meets deadlines	Does not meet planning or preparation deadlines	Inconsistent in meeting, planning and preparation deadlines	Usually meets planning and preparation deadlines	Consistently exceeds planning and preparation deadlines
D. Demonstrates Independence and Initiative	Relies on TAG partner to plan	Needs frequent input from TAG partner to plan	Plans many lessons independently	Consistently plans independently, shares drafted plans with TAG partner for feedback
E. Acquires and Organizes Materials	Has difficulty acquiring and organizing materials	Needs assistance to acquire or organize materials	Is able to acquire and organize prepared materials	Consistently supplements prepared materials and organizes well

Use of Instructional Strategies
The teacher understands and uses a variety of instructional strategies.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Possesses Content Delivery Skills	Unable to present content in an effective manner	Strives to present content clearly	Presents clearly; attempts to make content relevant to students	Attempts to deliver content in a manner that facilitates active learning	Delivers content in a manner that facilitates active learning

Figure 3 Continued

B. Implements Course Goals and Objectives	Goals and objectives unclear or inappropriate	Works to use pre-established objectives when setting goals	Makes good use of objectives in accompanying materials when setting goals	Works to evaluate achievement based on course goals and objectives	Evaluates achievement based on course goals and objectives
C. Uses Introductory, Transitional, and Concluding Statements	Uses transition statements which are inconsistent and ineffective	Uses transition statements which are usually consistent, but appear mechanical	Understands and attempts to use transition statements which are relevant to learning and move the lesson fluently	Understands and generally evidences use of fluent, relevant transition statements	Use of transition statements is fluent, relevant to learning, and appears natural
D. Provides for Student Participation and Response	Does not plan for or effectively use pupil participation and response	Shows some effort to encourage participation and response	Attempts to elicit maximum participation and response	Works to encourage participation and response by all students	Constructs and manages an environment which provides for maximum student participation and response
E. Paces Instruction	Ineffective pacing	Shows some effort to pace instruction effectively	Sometimes paces instruction effectively	Often paces instruction effectively	Consistently paces instruction effectively
F. Responds to Students	Often ignores students or responds inappropriately	Shows some effort to respond promptly and appropriately	Sometimes prompt and always appropriate in responding to students	Always prompt and appropriate in responding to students	Always prompt and appropriate in responding to students; anticipates questions and needs.

Figure 3 Continued

G. Implements Varied Questioning Techniques	Does not demonstrate varied basic questioning techniques	Works to demonstrate varied basic questioning techniques	Demonstrates varied, basic questioning techniques	Beginning to demonstrate, varied, advanced questioning techniques	Consistently demonstrates varied, advanced questioning techniques
H. Adapts Teaching Style to Pupil Needs	Rarely adapts or relies on one style	Working to develop teaching style(s)	Sometimes adjusts teaching style to student needs	Well-developed teaching style: is working to adjust to student needs	Well-developed teaching style, Consistently adjusts to student needs

The Learning Environment and Classroom Management
The teacher creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Demonstrated Characteristics	Rarely /Never	Sometimes	Average	Frequently	Always
A. Implements Diverse Classroom Management Strategies	Unable to maintain adequate classroom management	Beginning to work toward effective management strategies	Sometimes applies effective classroom management	Usually maintains effective classroom management using diverse strategies	Consistently Implements classroom management techniques to stimulate learning environment
B. Handles Discipline Problems	Is unsuccessful in resolving discipline problems	Is beginning to recognize when appropriate disciplinary techniques are needed	Implements appropriate disciplinary techniques which produce desired results	Recognizes emerging discipline problems and implements effective, appropriate disciplinary techniques	Anticipates discipline problems; preventively implements effective, appropriate disciplinary techniques

Figure 3 Continued

C. Establishes expectations and holds students accountable

Rarely establishes expectations or holds students accountable

Recognizes the need for expectations and holds students accountable

Sets standards and strives to consistently hold students accountable for their work and behavior

Consistent and clear in establishing expectations and holding students accountable for their work and behavior

Consistent and clear in establishing and monitoring expectations and student accountability

D. Implements Fairness and Equity

Shows bias or uses statements that result in unfairness

Recognizes need to be unbiased

Takes an unbiased approach to classroom interactions

Effectively models and is beginning to develop awareness of student bias in classroom interactions

Effectively models and encourages students to exhibit fairness and equity in classroom

E. Implements a Sound Classroom Climate

Not yet able to implement a sound classroom climate

Recognizes elements of sound classroom climate and is beginning to implement them

Maintains a positive classroom climate: few instances of negativism

Maintains a consistently positive classroom climate

Facilitates student's desire to maintain a sound classroom climate

Use of Communication Strategies
The teacher uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Oral Communication Skills	Weak, monotonous or unexpressive voice	Working to develop oral communication skills	Pleasant, well modulated voice, adequate projection	Working to effectively vary vocal cues, rate, volume, enunciation	Effectively varies vocal cues, rate, volume, enunciation

Figure 3 Continued

B. Written Communication Skills	Disorganized or problems with spelling, grammar, mechanics	Working toward basic competence in organization, spelling, grammar, and/or mechanics	Organized: proofs carefully to correct most spelling, grammar, and mechanics	Organized: accurate with spelling, grammar, and mechanics	Organized: excellent spelling, grammar, mechanics and overall style
C. Non-verbal Communication Skills	Negative, conflicting, or distracting non-verbal communication mannerisms	Working toward basic competence re: non-verbal communication	Basic competence: non-verbal communication supports verbal cues	Building on basic non-verbal competence to elicit natural, reciprocal communication	Non-verbal communication elicits natural, reciprocal communication
D. Standard English Proficiency	Frequent errors, grammatical mistakes, or inappropriate language for school setting	Working toward basic competence in standard English proficiency	Demonstrates basic competence in standard English	Building on standard English basics to be fluent, clear, expressive	Demonstrates mastery of standard English: fluent, clear, expressive
E. Interpersonal Communication with Students	Lacks clarity in making explanations, fails to communicate effectively with students	Working toward basic competency in communicating with students	Usually communicates effectively with students	Communicates effectively with students, working toward depth and subtlety	Models depth and subtlety in interpersonal communication with students
F. Language of Subject Matter	Uses language of subject matter incorrectly and seems unaware when students do so	Working toward basic competency in using and encouraging language of subject matter	Encourages appropriate usage of subject matter language	Encourages appropriate usage of subject matter language and strives to be a good model	Consistently models and teaches appropriate usage of subject matter language

Figure 3 Continued

Use of Motivational Strategies
The teacher creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Involves Students in Classroom Activities	Classes are routine, often boring	Works to involve classes via questioning	Involves classes via questions	Involves classes via questions; working to add examples, personal experiences and anecdotes	Involves classes via questions, examples, personal experiences, and anecdotes
B. Provides a Stimulating Environment	Has difficulty establishing a stimulating environment	Working to establish a stimulating environment in routine circumstances	Sometimes establishes a stimulating environment in routine circumstances	Working to establish a stimulating environment even in challenging circumstances	Establishes a stimulating environment even in challenging circumstances
C. Provides Motivational Activities	Unimaginative or inappropriate use of motivational activities	Working to incorporate motivational activities in standard curricular materials	Integrates motivational activities in standard curriculum materials	Working to integrate diverse sources of motivational activities	Integrates diverse sources of motivational activities
D. Maintains Pupil Interest	Inadequate: discipline problems result	Working to maintain interest and decrease discipline problems in routine circumstances	Maintains interest, few discipline problems in routine circumstances	Working to maintain interest, few discipline problems even in challenging circumstances	Maintains interest, few discipline problems even in challenging circumstances

Figure 3 Continued

Use of Technology					
The teacher integrates technology into classroom teaching.					
Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Employs Computer Technology in Teaching	Little or no demonstrated ability to employ computer technology	Working to improve limited ability to employ computer technology	Able to use computer technology and software provided	Works to locate software to meet individual and class needs	Proficient in location of software to meet individual and class needs
B. Approach to Computer Technology	Little or no demonstrated ability to use computers	Working to improve limited ability to employ technology	Takes direction in learning new technological skills	Works to model initiative and enthusiasm in learning new technological skills	Consistently models initiative and enthusiasm in learning new technological skills
C. Employs Multimedia	Little or no demonstrated ability to use multimedia	Working to improve limited ability to employ multimedia	Is able to use multimedia provided	Works to locate multimedia to meet individual and class needs	Proficient in location of multimedia to meet individual and class needs
D. Demonstrates word processing skills	Avoids using word processor	Uses word processor for simple documents	Uses word processor for most professional work	Designs authentic learning experiences requiring students to use word processor	Designs authentic learning experiences requiring diverse learners to use word processing

Figure 3 Continued

Human Relations Skills					
The teacher implements sound human relations and communication skills in order to foster productive, positive, learning communities.					
Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
E. Uses Instructional software	Does not implement content-specific software	Indicates awareness of content-specific software	Implements simple content-specific software	Designs classroom activities to integrate content-specific software	Designs classroom activities for diverse ability learners that integrate content-specific software
A. Promotes Self-Confidence in Others	Rarely promotes self-confidence in others	Working to promote self-confidence in some students in some situations	Working to promote self-confidence in most students in most situations	Promotes self-confidence in students in most situations	Promotes self-confidence in most students even in challenging situations
B. Establishes Relationships and Rapport	Inhibited; has difficulty initiating and/or maintaining comfortable relationships and rapport	Working to respond positively to overtures of others, attempts to establish productive relationships and rapport in routine situations	Able to respond positively to overtures of others and establish rapport and productive relationships in routine situations	Reaches out to others to establish productive interactive relationships and rapport	Reaches out to others and establishes productive interactive relationships and rapport even in challenging situations
C. Uses Verbal and Non-Verbal Communication	Limited basic skills in verbal and non-verbal communication	Working to develop effective skills in both areas	Good skills in one area, working to develop the other	Strong skills in one area, good skills in the other	Consistently strong, effective, congruent verbal and non-verbal communication

Figure 3 Continued

D. Provides Student Assistance	Rarely accessible for student assistance	Working to be accessible for student assistance	Accessible for assistance during scheduled times	Working to provide constant student encouragement and assistance throughout the workday.	Provides constant student encouragement and assistance throughout the workday.
E. Promotes Classroom Harmony and Respect	Oblivious to a lack of classroom harmony and respect	Beginning to recognize importance of facilitating classroom harmony and respect	Recognizes importance of facilitating classroom harmony and respect	Facilitates classroom harmony and respect in most situations	Facilitates classroom harmony and respect even in conflicted situations
F. Demonstrates Ability to Build Pupil Self-Concepts	Attributes little apparent importance to self-concept	Working to demonstrate ability to promote pupil self-concept in routine situations	Demonstrates ability to promote pupil self-concept in routine situations	Working to develop diverse, growing repertoire of ways to develop pupil self-concept	Has diverse growing repertoire of ways to develop pupil self-concept

Professional Characteristics/Personal Qualities
The teacher exhibits high quality characteristics in professional and personal demeanor.

Demonstrated Characteristics	Rarely /Never	Sometimes	Average	Frequently	Always
A. Approaches Teaching Proactively	Demonstrates minimal drive and enthusiasm	Beginning to demonstrate drive and enthusiasm	Demonstrates drive and enthusiasm	Strives to demonstrate drive, industrious work ethic, and enthusiasm	Consistently demonstrates drive, industrious work ethic and enthusiasm

Figure 3 Continued

B. Learns from Experience	Repeats mistakes, evidences difficulty with experience-based learning	Occasionally able to learn from experience when experience is dramatic	Able to learn from teaching experiences	Learns from teaching experiences, demonstrates some insights into teaching	Learns from teaching experiences, demonstrates deeper insight into teaching
C. Responds to Constructive Criticism and Feedback	Avoids or is unresponsive to constructive criticism; changes subject, shifts blame and rarely implements feedback	Beginning to accept constructive criticism; still offers excuses; sometimes implements feedback	Accepts constructive criticism; implements feedback	Beginning to elicit constructive criticism; implements feedback	Elicits specific constructive criticism; implements feedback
D. Demonstrates Dependability	Limited dependability and/or follow through even with reminders	Working to be responsible and follow through, with reminders	Usually dependable and follows through; with occasional reminders	Working to be dependable and follow through without reminders	Consistently dependable and follows through without reminders
E. Demonstrates Ethical Conduct	Difficulty verbalizing and evidencing high ethical standards	Verbalizes high ethical standards but rarely evidences them	Verbalizes high ethical standards and works to evidence them	Verbalizes and evidences high ethical standards in routine circumstances	Verbalizes and evidences high ethical standards even in difficult situations
F. Projects a Positive Demeanor	Has difficulty appearing congenial and positive	Attempts to be congenial and positive in routine circumstances	Usually congenial and positive in routine circumstances	Working to be congenial and positive even in stressful circumstances	Congenial and positive even in stressful circumstances

Figure 3 Continued

G. Demonstrates a Sense of Humor	Undeveloped or inappropriate sense of humor	Working to develop appropriate sense of humor	Well developed sense of humor	Well developed sense of humor; working to implement in classroom interactions	Well developed sense of humor; implements it appropriately in daily practice
H. Demonstrates Poise and Self-Confidence	Difficulty demonstrating poise and self-confidence even in routine situations	Working to demonstrate poise and self-confidence in routine situations	Demonstrates poise and self-confidence in routine situation	Working to demonstrate poise and self-confidence in routine and stressful situations	Consistently demonstrate poise and self-confidence in routine and stressful situations
I. Demonstrates Flexibility	Difficulty demonstrating flexibility even in routine situations	Working to demonstrate flexibility in routine situations	Demonstrates flexibility in routine situations	Working to demonstrate flexibility in routine or new situations	Demonstrates flexibility in routine or new situations
J. Demonstrates Approachability	Pupils tend to avoid student teacher	Beginning to be sought out by students in classroom settings	Sought out by students in classroom settings	Beginning to be sought out as confidant and classroom advisor	Often sought outside the classroom as confidant and advisor

Figure 3 Continued

participants, by her observations, and by evaluations of the administrators of each of the participants. The rubric dealt with teacher characteristics, teaching methods, interaction and teaching strategies. The rubric was developed by Dr. Kueter, Dr. Selke and Dr. Fiene from the University of Northern Iowa and used with their permission. The Education Department at Northern Iowa University developed and uses the rubric for the evaluation of effectiveness by their graduates in the education field. According to Dr. Selke, the analytic rubric was preferable to a Likert-scale because "rubrics specify exactly what behaviors or competencies are demonstrated." Dr. Selke also felt that a Likert-scale was too subjective. A team consisting of six school administrators and three Department of Education faculty members designed the instrument. The instrument was based on perspectives provided by five key sources: (1) the eleven state (Iowa) Professional Teaching Standards; (2) area principals experiences in working with teachers; (3) college faculty; (4) the College Teacher Education Committee and campus departments directly involved in the preparation of teachers; and (5) advisory groups comprised of cooperating teachers, graduates of the College's Education programs,

and area administrators. According to Selke, "faculty members felt the rubric comprised a multi-purpose assessment tool to be used by the person who knows the teacher's work best."

Procedures Used

Several steps were involved in order to get this study underway. The first step was to get the permission of Knox County to interview and observe five of their employees. After permission was granted each principal in each of the five schools had to agree to let observations and an interview of their TAG teacher take place. Once this permission had been secured, each of the five participants had to agree to be interviewed and observed. Participants had to agree and then sign an informed consent form explaining the study and the risk to each of them. Human subjects forms were also evaluated and approved by the University of Tennessee.

The observations were then set up and completed during three consecutive days in April. Each of the observation lasted approximately two-hours. Interviews with each of the participants were completed at a mutually agreed upon location. The participants were also scored on a rubric completed by the supervisor of the TAG department.

Analysis

The first step in looking at the data was to transcribe the interviews. The researcher then examined the interviews in order to find key characteristics or patterns in the responses of the five participants who are considered to be successful and effective teachers of the gifted. The rubric was examined to identify characteristics that the Knox County TAG supervisor has observed in the five participants. The field notes were then examined to obtain actual observed classroom practices of each of the five participants.

After examining the three sources of data conclusions were made by the researcher as to the characteristics possessed by the five participants. These characteristics were then compared to research that has suggested the characteristics that teachers of the gifted should possess as well as research that have identified characteristics the gifted children look for in their teachers. After comparisons were made, suggestions were included as to the hiring of teachers of the gifted as well as improvements to the gifted program in Knox County.

Summary of Methodology

This chapter has explained the methods used in this explorational study of the characteristics of successful and effective teachers of the gifted. The next chapter will present the data collected for this study.

Chapter IV - Synthesis of Data

The purpose of this study was to determine the defining qualities of five Knox County teachers of the gifted. These teachers of the gifted had been identified as being successful and effective. The data for this study consisted of: transcripts from recordings of a series of structured interviews, the field notes from observations, and a rubric completed by the TAG supervisor. Similar data was collected on each of the participants. A thick description of each TAG teacher's classroom was also completed by the researcher and included. Based on the interviews, observations, and the rubric, the researcher attempted to describe the characteristics, which contributed to the effectiveness of those teachers.

In order to achieve the purpose of the study the researcher attempted to answer the following three research questions:

1. What are the defining characteristics of effective TAG teachers in Knox County, Tennessee?
2. Could any differences be attributed to the teachers' levels of experience, the socioeconomic status of their schools, their gender or their age?

3. Were the characteristics of teachers of the gifted in Knox County similar to or different from the characteristics that researchers in the field say are essential to a successful teacher of the gifted?

As stated in Chapter 1, the study reported here examined the characteristics that make teachers of the gifted in Knox County, Tennessee successful and effective. Chapter 4 was organized into three sections. The three sections are summations of the actual data collected. The three sections are: summary of interviews, summary of observations and the summary of the rubric completed by the Knox County Talented and Gifted supervisor.

Summary of Interviews

Each of the five participants was asked the same twenty questions. Interviews took place at each of the various schools involved. Each interview was approximately thirty to forty-five minutes in length. The questions were derived based on the results of previous research on teacher's of the gifted and their characteristics. This section will restate the research questions and then report the results from the appropriate questions.

Research Question I

Research question one asked: What are the defining characteristics of effective TAG teachers in Knox County, Tennessee? Each interview conducted had a number of questions, which were designed to assist in finding those characteristics. After each interview question an explanation will be given for the basis of the inquiry.

Question number four from the questionnaire asked participants if they would have been selected to participate in a gifted program as a child. They were also asked to elaborate on their opinions to this question. This question was asked because a previous study stated that a teacher might be a more effective teacher of the gifted if they themselves were involved in a gifted program as a child (Feldman, 1979). The researcher formatted the question in a way that allowed for the participant to explain their involvement, if any, with a gifted program. Due to the variance in age some of the participants were students before such programs were implemented. The question allowed for the participants to speculate their involvement if such a program had existed. It should be mentioned that each of the participants has knowledge to the make-up of gifted students.

Only one participant responded that they had been involved in a gifted program as a child. The other four participants said that they would probably have not been placed in such a program growing up. These four gave reasons such as: poor test takers, lack of creativity, poor work habits and low grades. The four participants also noted the lack of recognizing true giftedness by their teachers when they were growing up.

The responses to this question for the most part dispute the recommendations made by Feldman and his study in 1979. Feldman's study discovered that none of successful gifted teachers "was a gifted prodigy himself." Feldman inferred that it would have been beneficial if the teachers of the gifted had been gifted themselves. The findings here show that though it is not essential to be gifted in order to teach the gifted, it may be an asset. More in depth research into this area should be conducted in order to find the benefits of gifted adults teaching gifted students.

Much of the prior research in the area of effective teachers of the gifted reported that teachers of the gifted needed to be currently pursuing knowledge, have varied interests, be well educated, be actively engaged in

intellectual pursuits and have several hobbies (Bishop, 1976; Krumboltz & Farquhar, 1957; Lewis, 1982; Gallagher & Gallagher, 1994). Two of the interview questions were designed to elicit responses dealing with the interests of the participants. Each of the participants was enthusiastic about their various interests. Question number five and fourteen were seeking data on the hobbies and interests of the participants.

Interests for the five participants varied. Three of the participants were involved in some sort of sport growing up while the other two participants mentioned a lack of athletic ability or interests. Other interest mentioned were: writing, music, sewing, baton twirling and watching plays. The one interest that all five participants possessed was a love of reading. When the question was asked later in the interview regarding their hobbies or interests as adults, the interests were similar to the ones they held as children. Reading, athletics, and entertainment still topped the lists of pursuits.

The findings of this study show that effective teachers of the gifted do need to be active in pursuit of some kind knowledge. Whether the pursuit of knowledge dealt with gardening or writing, each of the participants was

passionate about something. This finding is in line with an early study conducted by Bishop (1976). Bishop listed "engagement in intellectual pursuits" as a characteristic desired by students in their teachers of the gifted. Other studies reported similar findings (Krumboltz & Farquhar, 1957; Lewis, 1982; Gallagher & Gallagher, 1994).

Another question seeking characteristics and traits dealt with prior teaching success and effectiveness. The question asked the participants to consider their effectiveness in teaching. Did the teachers feel as if they were successful and effective themselves? The question not only dealt with the participant's current gifted teaching position, but also allowed for responses that dealt with prior teaching experiences (Bishop, 1976; Feldman, 1979; Tomlinson, 1995).

All five of the participants answered this questioned in the affirmative. One participant answered that she believes that she is good, but doesn't always take the kids as far they could go. Another participant said that when he first started teaching he would not have considered himself an effective teacher, but now that he has had experience he believes he was doing an effective job. The response here is important to the argument that effective teachers of the

gifted need to have had prior teaching experience. Another participant weighed her effectiveness on the fact that all the children in her school wanted to participate in the program. Another participant mentioned that teaching in the gifted field "has been as natural as breathing."

The purpose in asking question number ten from the interview was to find out what the teachers were teaching and perhaps why they were teaching that particular subject (Feldman, 1979; Tomlinson, 1995; Gallagher & Gallagher, 1994). The question directly asked the participants what types of lessons they were teaching and it asked for some specific examples.

All five participants claimed to have access to many lesson plans dealing with science. Lessons in the science field included: volcanoes, dinosaurs, space, growth cycles, animals, pressure, and the human body. All five participants also mentioned lessons in the social studies field: Ancient Egypt, history lessons dealing with tolerance, Presidents, geography, cultures, and wars. Topics such as problem solving, and mathematics were also mentioned.

The results here were of interest because of each of the teachers' backgrounds, both in education and in their

hobbies. Participants were teaching some lessons based on their interests or knowledge of particular subjects. The history major was teaching lessons with in depth content in specific time periods throughout history: holocaust, ancient Egypt, Presidential elections, etc... The art major taught a unit dealing with specific artists and had students creating hands-on projects. Each of the teachers had to have a broad knowledge of various subjects as well as exhibit a degree of flexibility to alter units in order to keep the interests of their students.

Another question based on prior research dealing with teachers of the gifted and how and what they teach was question number eleven (Bishop, 1976; Milgram, 1979; Gallagher & Gallagher, 1994; Tomlinson, 1995; George, 1997). The question was seeking answers with implications on teaching characteristics. The researcher wanted to know if it was essential to use technology in teaching the gifted successfully.

None of the five participants reported using a lot of technology in their instruction. The participants attributed their lack of computer use to poor funding or lack of space. Barbara Hoskins stated, " I wish it were different in that I wish I could use more. At every school,

I always have one good computer. I know that there are ways to get the students to rally around one computer, but it's just not my forte." Only one participant really has enough resources to even accomplish such a task. The other participants had a mixed bag of technology. All teachers had access to televisions and VCR's, but only one teacher had enough computer equipment to make technology a viable option. Each teacher mentioned the use of the media center as a research tool, but only one participant mentioned using the computers to have students present their work.

The answers to this question provided the researcher with useful data in a couple of areas. First some of the respondents reported not having enough space for computer equipment. This again is displaying a degree of flexibility or ability to deal with poor teaching conditions. The one participant with space and equipment demonstrated flexibility in allowing her lessons to include a technological aspect to them. The responses to this question also yielded some data to the fact that money, equipment, and technology were not necessarily essential in having an effective and successful gifted program.

The interview also posed a question to the participants asking them, how they know when a lesson had

been successful with gifted children (Bishop, 1976; Feldman, 1979; Tomlinson, 1995)? Question twelve was asked trying to obtain data that could be used in finding the characteristics of successful and effective teachers of the gifted. The researcher was seeking responses that may indicate certain teaching styles, methods, or presentations that could contribute to their success.

The five participants gave similar responses to this question. Each mentioned that if the students had an interest in the lesson, then they, as teachers, felt it was successful. One participant mentioned that she felt her lessons were successful when kids were researching the topic on their own after class was over or they were through with the topic. Brenda Wilder stated, "I can tell when some of the units have been successful because they (students) ask for them again. If they didn't get to do it, then they want to do it." Dorothy Hensley said, "The kids are interested and they want more. I can tell when they want more and that they are indeed learning." Other participants felt that their lessons were successful when students had gained knowledge by the end of the class; teachers verified learning through direct questioning. Some

of the participants had students state a piece of knowledge acquired that day before they were allowed to leave class.

The data here was beneficial in establishing that each of the teachers had a varied idea of success. Some thought that success was acquiring knowledge and some thought success was having students desiring to learn more on their own. Different teaching styles were also reported in the findings here.

What would the participants look for in a teacher of the gifted if they were going to hire someone? This question was asked in hopes that personal qualities would be revealed on each of the participants and it was also asked seeking each of the participants' expert opinions on the matter (Bruch & Torrance, 1972; Bishop, 1976; Milgram, 1979; Lewis, 1982; Vialle, 1994; Gallagher & Gallagher, 1994; Tomlinson, 1995).

The most common response to this question was that teachers of the gifted need to understand the needs of gifted children. Brenda Wilder stated, "Knowledgeable about the specific needs of gifted children; I don't just think you throw anyone in there with the kids." Each of the participants mentioned the need for sensitivity or understanding in one way or another. Other traits mentioned

included: intelligence, curiosity, flexibility, patience, willingness to learn and ability to do paperwork.

It is not surprising that each of the five participants mentioned that it shouldn't be a necessity to hold a certificate in gifted education since only one of them has acquired it. However, each participant did mention that teachers of the gifted should be informed about new studies, findings, or recommendations when it comes to gifted children. This answer was a bit odd as well because none of the participants read any type of literature dealing with gifted education on their own, but they all still thought that it was important to keep teachers of the gifted abreast of new studies and findings.

Question number fifteen was again seeking data that would deal with characteristics. The inquiry dealt with the future of the teachers. Were they going to stay in gifted education or move on to something else? Was there a retention problem? The basis of this question was rooted in research conducted by Feldman in 1979. Feldman stated that effective teachers should be "passionate and committed to the field." Question number sixteen would also elicit data in this area. That question asked about a dream job outside the education field?

Each of the five participants stated an interest in staying in the gifted area in the future. Two of the participants mentioned an interest in possibly moving on to an administrative position someday. Despite that all of the participants had things they disliked about the job, they were all quite content to stay in their current positions.

When asked about a "dream job outside of education," each of the five participants mentioned jobs that still dealt with children and instruction: teaching homeless children, writing children's books, a regular classroom teacher, junior college teacher training future educators, and an educational person at a museum were mentioned. Areas of interests were also reflected in this question. Other jobs included: yoga instructor, technology with special effects, medicine, and nursing.

The data gathered here heavily supports prior research that found successful teachers of the gifted need to have a "favorable attitude toward students (Bishop, 1976)" and "sympathy and understanding of child development (Tomlinson (1995))." The fact that all of the participants wanted to remain in some facet of education spoke volumes about their character. The afore mentioned study by Bruch and Torrance (1972) found that "teachers should care about their

pupils." The care for students and children is evident in each of the participants.

Question number seventeen was a direct question seeking data on each of the participants: Do you read a lot of research on gifted education? This question was based on research conducted by Tomlinson (1995) and Gallagher (1994).

None of the five participants in this study kept up with any type of research dealing with giftedness or teaching gifted children. The only time any of the five participants received any material on giftedness was if it was presented on an in-service training day. Again, this was a surprising finding due to the fact that each of the participants stated the importance of being knowledgeable in current research.

The final three questions from the interview were seeking data that would pertain to teacher characteristics. The three questions asked sought information on teacher relations with faculty, parents, and students. These questions were all seeking responses that would assist in discovering characteristics that make them effective and successful with gifted children (Bishop, 1976; Feldman,

1979; Lewis, 1982; Abel & Karnes, 1994; Vialle, 1994; George, 1997).

All participants had good working relationships with administration and faculty presently, but participants mentioned past problems with others or themselves. Barbara Hoskins stated, "Sometimes you get teachers who don't get to know you personally, but don't like you because of different aspects of the job." Hoskins stated that she was referring to the fact that some teachers dislike having their students pulled out of the regular classroom to be sent to TAG. A trait of flexibility could be attributed to the participant here due to the situation involved.

When asked about contact with parents, all participants stated that they had contact with parents either through phone calls, email or through visitations. One participant mentioned the use of a website that allowed parents to keep up to speed on her gifted classroom: "I am in close contact with the parents, a lot. They don't necessarily call me a lot; we have a website and so I get emails." One participant also mentioned the use of an assignment book that must be signed by parents each night as a good vehicle for contacting parents. Being accessible and approachable were important findings.

When asked about their accessibility to gifted students outside of class time, each of the five participants felt as though they were very accessible to students throughout the day. Each of the participants had an "open door" policy for students. Each of the participants also had other duties that place them around the school and therefore were visible throughout the day: "Yes, I am a lot because I have always been a safety patrol person." The responses here demonstrate a characteristic of approachability for students, teachers, and parents.

Research Question II

Research question two asked: Could any differences be attributed to the teachers' levels of experience, the socioeconomic status of their schools, their gender or their age? The interview conducted had a number of questions that were designed to assist in finding out whether or not it was necessary to have experiences prior to the teaching gifted children. Were the similar experiences with the five teachers that could be attribute to their success? After each question an explanation for the basis of the inquiry will be presented.

The first question from the interview sought background information dealing with education (Bishop, 1976; Feldman,

1979; Milgram, 1979; Gallagher & Gallagher, 1994; Tomlinson, 1995; George, 1997). Each of the five participants had earned both bachelors and a master's degree, but the areas of concentration vary. Three of the participants have backgrounds in the art field (one master's and two bachelor's degrees). Only one participant has a degree (master's) in gifted education. The other educational areas represented were: elementary education, curriculum and instruction, United States history, music education, and special education. The findings here concur with previous studies in regards to the education of teachers of the gifted.

Two other questions (2 & 7) from the interview sought prior teaching experiences, both in the field of gifted education and outside the field. These questions were posed based on research by Bishop (1976), Gallagher & Gallagher (1994), and Tomlinson (1995).

All five of the participants were experienced teachers with the fewest number of years taught being thirteen. Two of the five teachers had been teaching for twenty-six years. Each of the five also had prior experience outside the area of gifted education. The participants had prior experience in other areas such as: camp counseling, private

tutoring, elementary education, middle school, and a teaching at a multi-aged classroom in a Montessori school. When asked how long they had been teaching in the gifted area, each of the five participants had at least five years of experience teaching in the TAG program. The maximum number of years taught by the five participants was fourteen.

Experience is an obvious asset to the success and effectiveness of these five teachers. Prior research (Gallagher, 1994) concluded that "one or two years of successful teaching experience should be required of teachers before assignment to gifted and talented special programs." The findings here agree with the importance of prior experience, but disagree with the amount of time; more time may be needed. Also the experiences should expose teachers to things or situations that may not be encountered in a gifted classroom.

Question number eight from the interview was asked seeking the early teaching experiences of the participants. The question asked the participants about success early on in their teaching. This question was asked based on research conducted by Gallagher and Gallagher (1994) and Tomlinson (1995).

Each of the five participants mentioned the fact that the students whom they were dealing with were eager to learn, so it made the teaching a lot easier early on. However, three of the participants felt as though the first years involved a lot of learning and overcoming of obstacles. These three mentioned the difficulty of being a traveling teacher, coming up with interesting lessons and lack of space and resources. Participants all expressed prior teaching experience as being beneficial and important to their success. Gary Browning made the following statement regarding TAG teachers without previous teaching experience: "I don't know how these people (new TAG teachers), who have never done it before, come into the pool and get thrown to the sharks so to speak." All five participants mentioned that principals, supervisors, parents and kids gave positive feedback to them early on in their teaching.

That data here further emphasizes the necessity of TAG teachers being flexible in regards to travel and room space. One participant directly relates early success to prior teaching experience. The findings from both questions concur with the findings from similar studies.

Research Question III

Research question three asked: Were the characteristics of teachers of the gifted in Knox County similar to or different from the characteristics that researchers in the field say are essential to a successful teacher of the gifted? The interview conducted had a number of questions that were designed to assist in the finding of that data. After each question an explanation for the basis of the inquiry will be given.

As stated earlier, interview question number one was seeking background information in regards to education (Krumboltz & Farquhar, 1957; Bishop, 1976; Lewis, 1982; Milgram, 1979; Tomlinson, 1995; George, 1997; Vialle, 1998). Also stated earlier, each of the five participants had earned both bachelors and a master's degree, but the areas of concentration varied. Three of the participants had backgrounds in the art field (one master's and two bachelor's degrees). Only one participant had a degree (master's) in gifted education. The other educational areas represented were: elementary education, curriculum and instruction, United States history, music education, and special education. The findings here were in agreement with the findings or recommendations from prior studies in the

field (Krumboltz & Farquhar, 1957; Bishop, 1976; Lewis, 1982; Milgram, 1979; Tomlinson, 1995; George, 1997; Vialle, 1998).

Question number two and seven also had implications for research question number three. The inquiries yielded data dealing with prior teaching experience. All five of the participants were experienced teachers with the fewest number of years taught being thirteen. Two of the five teachers had been teaching for twenty-six years. Each of the five also had prior experience outside the area of gifted education. The participants had prior experience in other areas such as: camp counseling, private tutoring, elementary education, middle school, and a teaching at a multi-aged classroom in a Montessori school.

Question number seven from the interview questionnaire posed: How long have you been teaching in the gifted program? This question was also asked in order to compare findings with previous studies in the field (Krumboltz & Farquhar, 1957; Bishop, 1976; Lewis, 1982; Milgram, 1979; Tomlinson, 1995; George, 1997; Vialle, 1998).

Each of the five participants had at least five years of experience teaching in the TAG program. The maximum number of years taught by the five participants was

fourteen. Each of the five participants all had prior experience before coming into the TAG position.

Again, the findings here are in agreement with earlier studies in the field of gifted education. Prior teaching experience is essential to the success and effectiveness of teachers of the gifted (Bishop, 1976; Gallagher, 1994). The number of years of experience is debatable.

Another question that had results comparable to previous studies was question number nine from the interview. This question was searching for responses dealing with subject matter taught and the confidence in teaching such subject matter (Krumboltz & Farquhar, 1957; Bishop, 1976; Lewis, 1982; Milgram, 1979; Tomlinson, 1995; George, 1997; Vialle, 1998).

The five participants each taught a broad curriculum to their students. The subject that all five participants felt confident in teaching was science. Four of the five mentioned being confident in teaching math, while the other mentioned a disdain for the subject. One participant mentioned social studies. Barbara Hoskins stated, " I think confidence comes when you enjoy a topic and you want to share it." Each of the participants stated that they taught topics that interested them.

The results here are in line with previous findings. The study by Tomlinson (1995) not only recommended that teachers of the gifted should possess " a good knowledge of their subjects," but they should also exhibit "confidence." The study conducted by Bishop in 1976 found the gifted students look for "intellectual superiority" in their teachers of the gifted.

Question number seventeen returned an interesting fact about the participants of this study. The question wanted to know if any of the teachers read research on gifted education (Krumboltz & Farquhar, 1957; Bishop, 1976; Lewis, 1982; Milgram, 1979; Tomlinson, 1995; George, 1997; Vialle, 1998). None of the five participants in this study kept up with any type of research dealing with giftedness or the teaching of gifted children. The only time any of the five participants received any material on giftedness was if it was presented on an in-service training day. Each of the participants did mention that they felt that it was important for teachers of the gifted to be kept up to date on current research, findings, and recommendations. In the findings of both studies by Tomlinson and Gallagher, a commitment to current research in the field of education is needed.

Another contradiction to the findings of previous studies uncovered during the interviews was the necessity to hold a certification in gifted education. The recommendations for the study conducted by Gallagher found that teachers of the gifted should hold "state certification and endorsement standards should be mandatory with provisions for permissive phase-in until sufficient qualified professionals are available." According to the findings from the interviews of this study, gifted certification is not of dire consequence when it comes to the success or effectiveness of teachers of the gifted.

Summary of Observations

The observations conducted also contributed to the understanding related to the research questions. During the observations the researcher was looking for characteristics, behaviors, actions, interactions, styles, or any other observable information that could be considered pertinent to the research questions.

This section summarized the observations of each of the five teachers. Each of the five schools was given one of the following pseudonyms: Washington Elementary, Lincoln Elementary, Jefferson Elementary, Adams Elementary and Madison Elementary.

The following is a summary of the observations conducted at Washington Elementary during three consecutive days in April. Each of the observations lasted approximately two hours. The observations include instructional time by the TAG teacher as well as other duties that a teacher of the gifted in Knox County might have to perform.

Mr. Browning's day at Washington Elementary started with his usual morning duties of having some of his TAG students assist him in preparing that day's lesson. Upon arrival to his room, there were three students already waiting for Mr. Browning to unlock the door. The students were obviously very excited to see what they were going to be doing that week in TAG. This demonstrated his approachability to the students and also demonstrated his flexibility somewhat. Mr. Browning was not expecting to have kids at his door, but dealt with the situation and even had the students become involved in the preparation.

Mr. Browning had each of the three students cut up some plaster of Paris in small strips. After that he had them tape newspaper across the tables. It was obvious to me and to the students that something messy was going to happen later. Mr. Browning had each of his classes that

week continue something that they had started the previous week. The prior week the students had used some sort of art wire to construct figures of men in various poses. This week everyone was to cover the figure in plaster and then let it dry. After that they were going to paint them.

Mr. Browning had several examples of completed products and when he displayed them for the students they became very excited to see what they were going to end up with when they finished. Mr. Browning's examples were very different from one another. Each was a different color and each gave off a different mood. All of the figures were tall and slender with very long limbs. One figure was painted black and was in the shape of slouched over man. The second was in the position of a man running and painted green. The third was in the shape of a man with arms extended over his head and painted red. Mr. Browning held each figure up and asked each class what feeling they thought the figure was conveying. For the black figure responses included sadness, despair, loss and boredom. The red figure drew responses of anger, hatred, and excitement. The green figure had responses of happiness, excitement and determination. Mr. Browning then discussed how the figure conveyed these feelings out to observers and discussions

were then held while students continued working. Art was a strength for Mr. Browning as he demonstrated how to manipulate the figures into various shapes.

Mr. Browning was constantly discussing the mood that the colors send and also the position of the body. During each observation Mr. Browning was very excited about the project and also very determined and mindful that each student finish with the plastering before they left. Each student appeared to be comfortable enough with Mr. Browning that they would just ask questions aloud and not raise their hands. They also got up and moved about the room as they wished. Again, this is a demonstration of a degree of flexibility that each TAG teacher possesses. Due to the type of lesson being taught, mobility was a necessity for the students. Mr. Browning didn't seem affected by the constant movement and discussions in his room.

Mr. Browning was also observed each day speaking with the secretaries of the office. They obviously had a good rapport with one another. Mr. Browning also was constantly walking around the halls with no purpose other than to speak with teachers and students. These observations are again demonstrating availability and approachability.

Lincoln Elementary

The following section is a summary of the observations conducted at Lincoln Elementary during three consecutive days in April. Each of the observations lasted approximately two hours. The observations include instructional time by the TAG teacher as well as other duties that a teacher of the gifted in Knox County might have to perform.

Each of Mrs. Wilder's days began with forty-five minutes of planning. She came in every morning and would either go make copies or go through items in the room. She was also observed typing up tests and questionnaires.

The TAG classes for the week observed had students performing a scavenger hunt on Presidents of the United States. Each child was handed a clipboard and told to use anything in the room in order to answer the questions. Children immediately either went to the few computers in the room or directly to the bookshelf, where there were dozens of books on Presidents. Mrs. Wilder was very much at ease throughout the entire ordeal, only getting up out of her seat a few times. On the first day of observation one child went to Mrs. Wilder's desk and found the answer key. He sarcastically told her that she said that they could use

anything in the room. She agreed and the child continued to copy down the information. Some children would come and ask Mrs. Wilder questions and she would occasionally answer a few of them. All of the children felt quite comfortable with Mrs. Wilder. She, like Mr. Browning, was very approachable for the students.

After completion of the scavenger hunt, children discussed the information and discussed where they found it. Mrs. Wilder led the discussion, but seemed content to let the children direct themselves. Mrs. Wilder also asked every child in every class observed if they were done with their presentations. The students were directed to memorize a brief biographical background on a selected President and then dress up as if they were that President for a wax museum presentation. Some of the children presented information that they had already memorized. This type of presentation is a very different teaching style than the other participants observed. Role-playing was a very effective way to get the kids in this class involved and interested in the material.

Mrs. Wilder was observed hugging about one third of her students at one time or another. The students themselves initiated most of the hugs. Mrs. Wilder always

had a positive comment to the students while she was embracing them.

Mrs. Wilder's room is located in a portable detached from the rest of the school, so she rarely was observed interacting with faculty. The teacher that shared the portable came over several times to complain about students and Mrs. Wilder would just listen and offer advice each time.

The observations of Mrs. Wilder contributed a bit more to the data collected. She is obviously very caring and concerned for her students. The hugs, pats on the back, and kind words all demonstrated that. The research from prior studies is also in concurrence with the finding that concern and care are characteristics of an effective teacher of the gifted (Tomlinson, 1995). Again, flexibility by the TAG teachers is demonstrated. Wilder is first of all placed in a portable outside, conducting a scavenger hunt in class with limited rules, and she still has complete control over everyone in the room.

Jefferson Elementary

The following section is a summary of the observations conducted at Jefferson Elementary during three consecutive days in April. Each of the observations lasted

approximately two hours. The observations include instructional time by the TAG teacher as well as other duties that a teacher of the gifted in Knox County might have to perform.

Mrs. Hoskins was observed each day going to the greenhouse at the school and performing duties like watering, pruning, and other manual labors. She has voluntarily offered to do these things because it is a general interest of hers. Discovered through the interviews, the researcher has established that gardening is a hobby for Mrs. Hoskins. On two of the days Mrs. Hoskins had up to four students assisting her in these chores. While the students were performing the tasks assigned, Mrs. Hoskins would ask each of them about class work, homework, home life, sporting events, and other questions about the student's lives outside of the school.

Mrs. Hoskins has a very small room and each of her classes consisted of a small number of students. The classes observed were completing a model of the solar system that was to scale. Each small group was completing one model. The models were made of Styrofoam balls and were various sizes of thin, wooden sticks. Again Hoskins is teaching a class based on her interests. Through the

interview the researcher discovered that Hoskins was taking a class sponsored by a local University and a grant from NASA. The program was designed to train teachers on how to get kids interested in Space and aeronautics.

While working on the models, Mrs. Hoskins would ask questions about which ball should represent which planet and why. The students knew the sizes of the planets and were correct most of the time. Mrs. Hoskins would also ask questions about the names of the planets and the mythology that inspired the names. The students had obviously had a Greek and Roman mythology unit with Mrs. Hoskins and knew a lot of the reasons for the naming of the planets. Each class was very quiet due to the small number of kids and each class was very knowledgeable on the solar system. Mrs. Hoskins was very much in control and seemed to have each day down to a routine. Every class was run the same way with the tasks going on at the same time as the discussion. Mrs. Hoskins was the facilitator, but the students did a majority of the talking. Hoskins demonstrated a willingness to work as well or better than could be expected despite the very tiny room in which she was given.

Adams Elementary

The following section is a summary of the observations conducted at Adams Elementary during three consecutive days in April. Each of the observations lasted approximately two hours. The observations include instructional time by the TAG teacher as well as other duties that a teacher of the gifted in Knox County might have to perform.

Mrs. Hensley had students first thing in the morning unlike the other four teachers observed. Her room was set up like a former science lab and each of her observed classes were in the science field. Each class observed completed the same lesson.

Mrs. Hensley began discussion with the students about the three states of matter. She always asked if the students knew an answer before she stated it. Many of the times the students answered her without being called upon. Mrs. Hensley then explained the lesson at hand. The lesson dealt with carbon dioxide and if it was heavier or lighter than air. The students were all directed to form a hypothesis and state it aloud.

The next step was to show the students some dry ice. As soon as they saw it they were ecstatic and most of them thought that it was regular ice. Mrs. Hensley explained to

them that it was solidified carbon dioxide and that it didn't melt, it sublimed. After sublimation was explained, she dropped it in warm water. The students were fixed upon her every word as she explained the process of how they were going to prove which is heavier, air or carbon dioxide. Several students were instructed to blow bubbles over the container of dry ice. The bubbles were filled with air and floated on the heavier carbon dioxide. The students were visibly excited and Mrs. Hensley made sure that they were put back on task every time they strayed a bit.

Other experiments with candles and matches were also performed. Every student was enthralled and when class was over at the end of each class, students were asking about carbon dioxide, and dry ice. Mrs. Hensley then instructed each of them to remember the word sublimation and remember what it means in order to impress their parents and friends.

Hensley had the luxury of having a science lab in which to perform the experiments. Her class like the others all had some type of attention getter that got the class involved and geared up for the lesson at hand. Hensley also knew her stuff when it came to science. Like the other

participants, Hensley had a "favorable attitude toward students (Bishop, 1976).

Madison Elementary

The following section is a summary of the observations conducted at Madison Elementary during three consecutive days in April. Each of the observations lasted approximately two hours. The observations included instructional time by the TAG teacher as well as other duties that a teacher of the gifted in Knox County might have to perform.

Mrs. Wilson is a very animated person and seemed to be overly excited about everything. Each time she was observed speaking to a student or to a colleague, her responses to them would be very over the top. Her responses would include a huge smile, a punch in the shoulder or even an actual pat on the back. Her enthusiasm was by far her best attribute when it came to teaching. The kids were very much enthralled by her.

Mrs. Wilson's classes were all self directed by the students on computers. Each child walked into class and immediately sat down at one of the many computers and began working. Mrs. Wilson would bounce around from computer to computer checking on progress, answering questions, or even

asking questions. She had at least ten different lessons being done at the same time. She was able to juggle all lessons at once and keep kids motivated at the same time. Mrs. Wilson was constantly telling jokes that were considered "corny" by the students. The jokes were intended, somewhat to be overly ridiculous and have students laugh at her. The students were free to speak to one another, help one another or even get up and just walk around the room.

Mrs. Wilson's classes would have each student leaving at a different time. When a student would finish with the task, they would leave. As each student left they picked up a paper from Mrs. Wilson's desk. The paper included links of interests on the internet and the instructions to figure out a mathematical riddle and email it to her sometime during the week. The openness of the classroom and the self directed children put me in awe.

Summary of Rubrics

The third section of this chapter is the summation of the rubrics completed by the Knox County Schools Talented and Gifted supervisor. The information from the rubrics also contributed to data used to assist in the understanding of the research questions. There were ten

sections to the rubric and each summation was discussed after the relevant research question.

Research Question I

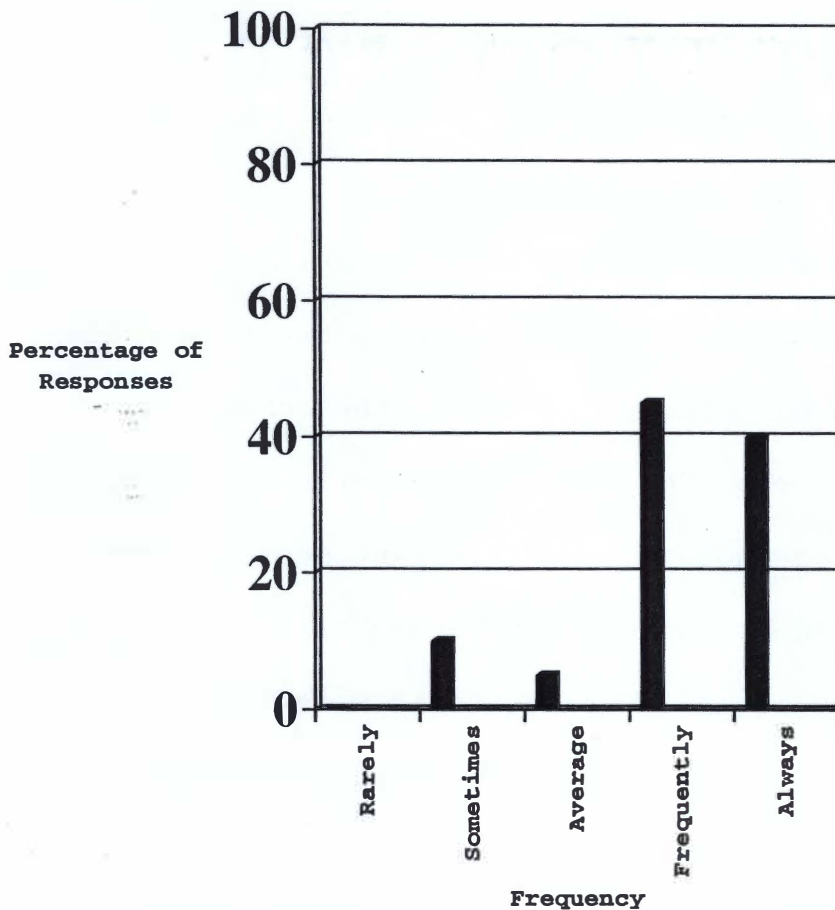
The first research question was seeking the characteristics of teachers of the gifted in Knoxville, Tennessee. The following sections of this rubric contained information that assisted in uncovering data that pertained to research question number one (Bishop, 1976; Feldman, 1979; Milgram, 1979; Lewis, 1982; Gallagher & Gallagher, 1994; Vialle, 1994; Tomlinson, 1995; George, 1997).

The first section of the teacher evaluation rubric measured the following: Knowledge of Content: the teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught; creates learning experiences to make them meaningful to students. The first scoring was "possesses content knowledge." All five participants either scored in the "frequently" or "always" range here. The second scoring was on, "integrates knowledge into instructional objectives." Again all five participants scored in the "frequently" or "always" range. The third scoring was on "utilizes teaching resources." Here one teacher scored in the "sometimes" range, one participant scored in the "average" range and the others

scored in the "frequently" or "always" range. The final scoring in this section of the rubric was "extends content knowledge." One participant scored in the "sometimes" range, one in the "average" range and the others in the "always" range (Figure 4).

The second section of the scoring rubric measured Knowledge of Learners and Learning Process: the teacher understands how children learn and differ in their approaches to learning; provides learning opportunities that support their development. The characteristics measured here were broken down into four sections: meets individual pupil needs, provides for varied learning styles, applies learning theories and provides for multiple levels of thinking and conceptualization. Each of the five participants scored mainly in the "frequently" or "always range" in these areas with a few exceptions. One participant scored in the "average" range in both the "varied learning styles" and the "providing multiple levels of thinking and conceptualization." One other participant

Knowledge of Content



Summary Knowledge of Content Rubric:

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught; creates learning experience to make them meaningful to students.

- Possesses Content Knowledge
- Integrate Knowledge into Instructional Objective
- Utilize Teaching Resources
- Extends Content Knowledge

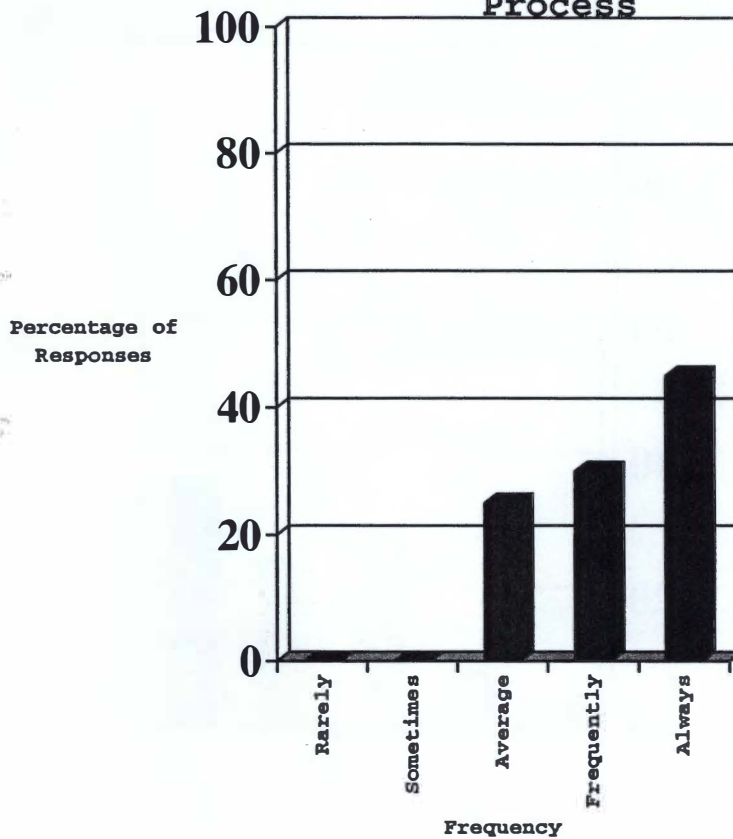
Figure 4 Knowledge of Content

scored a "sometimes" in the "applies learning theories" section. With those few exceptions, again all five participants scored well. The average of all section of rubric number two is shown in Figure 5.

The third section (Figure 6) measured was:

Instructional Planning: the teacher plans instruction based on knowledge of subject matter, students, the community, and the curriculum goals. The first characteristic measured here was "plans in advance." One participant scored in the "average" range while the other four earned "frequently" or "always" scores. The second characteristic measured was "prepares high quality lesson plans." Again one average score and the others scored in the "frequently" or "always" range. The third characteristic measured was "incorporates and meets deadlines." One participant here received a "sometimes" score, one participant earned an "average" score while the remaining three earned "frequently" or "always" scores. The next characteristic measured on this section was "demonstrates independence and initiative." One participant scored a "sometimes" while the other four participants scored "frequently" or "always." The final

Knowledge of Learners and Learning Process



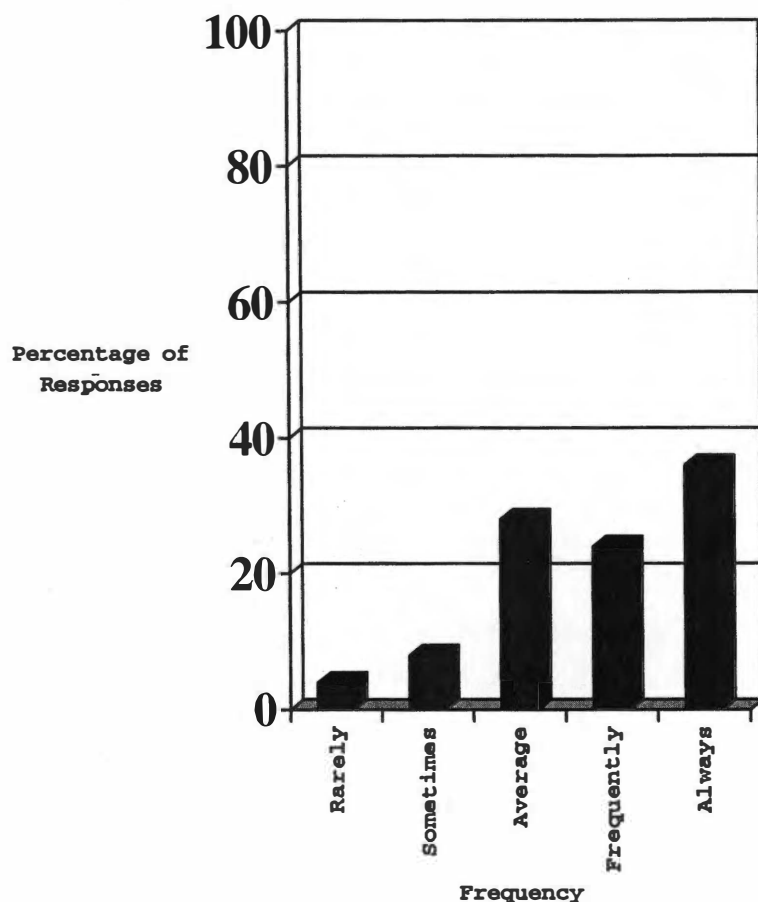
Summary Knowledge of Learners and Learning Process Rubric:

The teacher understands how children learn and differ in their approaches to learning; provides learning opportunities that support their development.

- Meets Individual Pupil Needs
- Provides for Varied Learning
- Applies Learning Theories
- Provides for Multiple Levels of Thinking and Concept-Utilization

Figure 5 Knowledge of Learners and Learning Process

Instructional Planning



Summary Instructional Planning Rubric:

The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

- Plans in Advance
- Prepares High Quality Lesson Plans
- Incorporates and meets deadlines
- Demonstrates Independence and Initiative
- Acquires and Organizes Materials

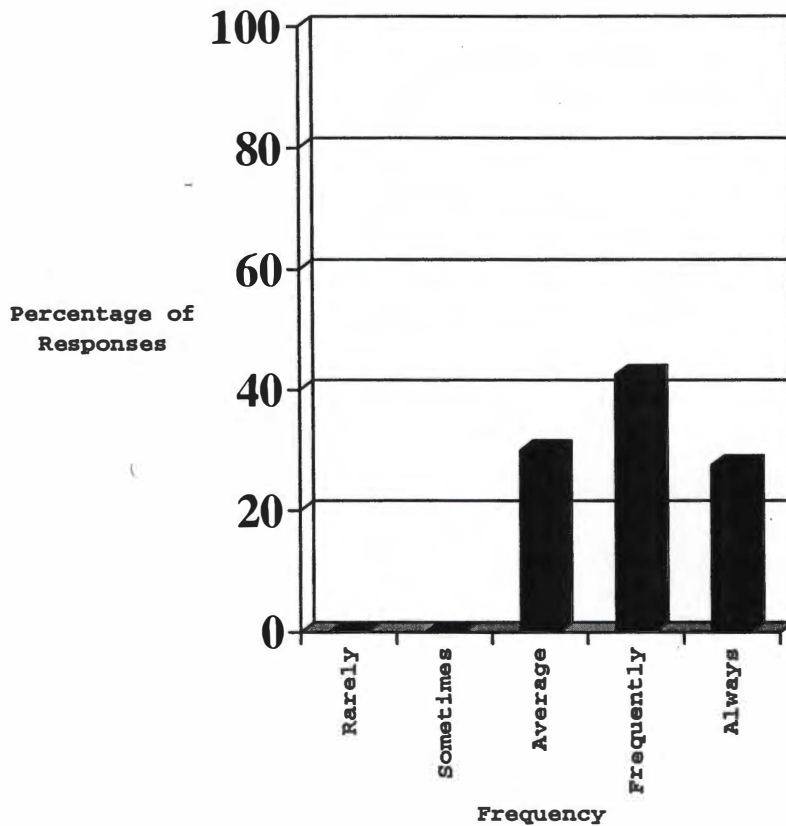
Figure 6 Instructional Planning

characteristic in this section was "acquires and organizes material." This section received: one "sometimes" response, one "average" response, and the remaining three with either a "frequently" or "always" score.

The fourth section (Figure 7) of the scoring rubric was: Use of Instructional Strategies: the teacher understands and uses a variety of instructional strategies. The characteristics measured in this section were broken down into eight characteristics: possesses content delivery skills; implements course goals and objectives; uses introductory, transitional and concluding statements; provides student participation and response; paces instruction; responds to students; implements varied questioning techniques; and adapts teaching style to pupil needs. Each of the five participants received no lower than an "average" in any of these sections. Most scores were in the "frequently" or "always" range.

The fifth section (Figure 8) in the scoring rubric was: The Learning Environment and Classroom Management: the teacher creates a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. This section was broken down into five characteristics: implements diverse classroom management

Use of Instructional Strategies



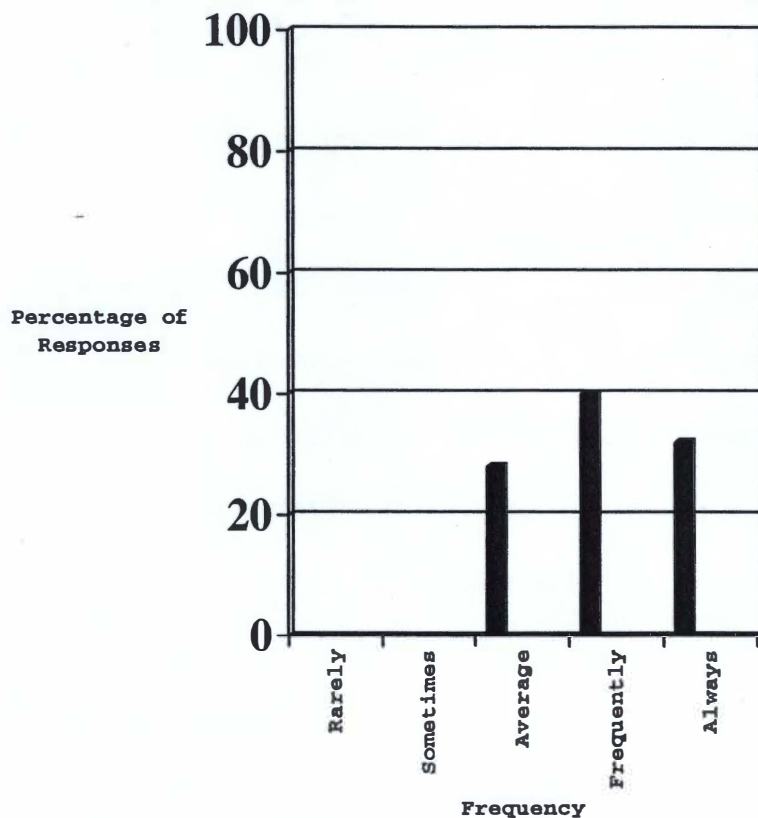
Summary Use of Instructional Strategies Rubric:

The teacher understands and uses a variety of instructional strategies.

- Possesses Content Delivery Skills
- Implements Course Goals and Objectives
- Uses Introductory, Transitional, and Concluding Statements
- Provides for Student Participation and Response
- Paces Instruction
- Responds to Students
- Implements Varied Questioning Techniques
- Adapts Teaching Style to Pupil Needs

Figure 7 Use of Instructional Strategies

The Learning Environment and Classroom Management



Summary The Learning Environment and Classroom Management Rubric:

The teacher creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- Implements Diverse Classroom Management Strategies
- Handles Discipline Problems
- Establishes Expectations and Holds Students Accountable
- Implements Fairness and Equity
- Implements a Sound Classroom Climate

Figure 8 The Learning Environment and Classroom Management

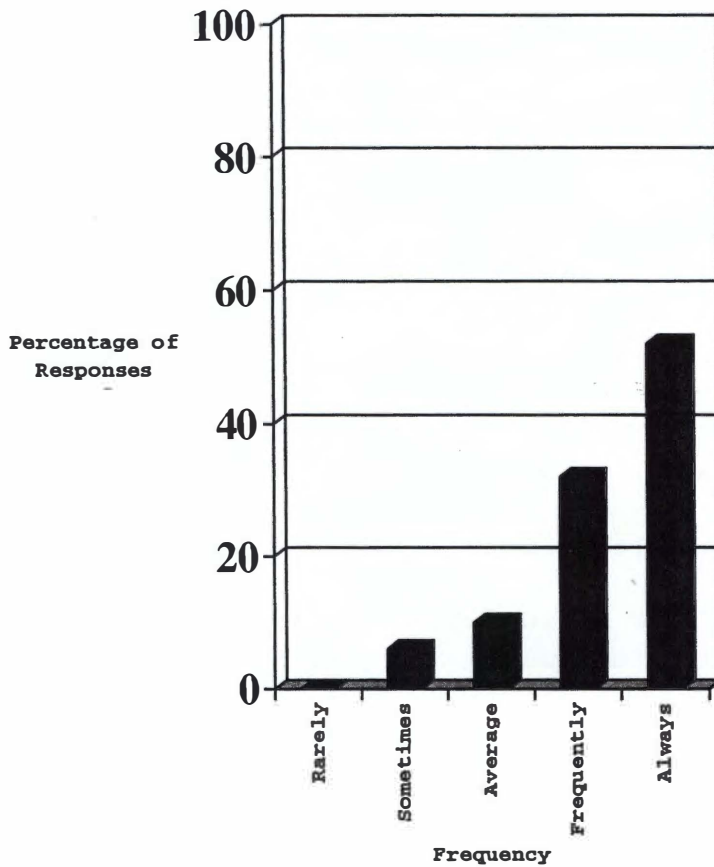
strategies, handles discipline problems, establishes expectations and holds students accountable, implements fairness and equity, and implements a sound classroom climate. One participant scored in the "sometimes" range in four of these five and an "average" in the other. The other four participants scored mostly in the "frequently" or "always" range with only an occasional "average" score. The sixth section of the scoring rubric was: Use of Communication Strategies: the teacher uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction. Overall this was the lowest scoring section of the rubric with no participant receiving an "always" in each of the characteristics measured. The characteristics measured in this section were: oral communication skills, written communication skills, non-verbal communication skills, standard English proficiency, interpersonal communication with students, and language of subject matter. Two of the three participants earned "average" scores in all but one of the measured characteristics. The other participants scored mainly in the "frequently" or "always" range, but for the first time no single participant receive straight "always" responses.

The tenth and final section (Figure 9) of the scoring rubric was: Professional Characteristics/Personal Qualities: the teacher exhibits high quality characteristics in professional and personal demeanor. There were ten characteristics measured here: approaches teaching proactively, learns from experience, responds to constructive criticism and feedback, demonstrates dependability, demonstrates ethical conduct, projects a positive demeanor, demonstrates a sense of humor, demonstrates poise and self-confidence, demonstrates flexibility, and demonstrates approachability. One participant received two "sometimes" responses, three "average" responses and five "frequently" responses. The other four participants received scores all scores in the "frequently" or "always" range.

Research Question II

Research question number two posed: Could any differences be attributed to the teachers' levels of experience, the socioeconomic status of their schools, their gender or their age. The following sections of the rubric revealed data that were relevant to research question number two (Bishop, 1976; Feldman, 1979; Milgram,

Professional Characteristics/Personal Qualities



Summary Professional Characteristics/Personal Qualities

Rubric:

The teacher exhibits high quality characteristics in professional and personal demeanor.

- Approaches Teaching Proactively
- Learns from Experience
- Responds to Constructive Criticism and Feedback
- Demonstrates Dependability
- Demonstrates Ethical Conduct
- Projects a Positive Demeanor
- Demonstrates a Sense of Humor
- Demonstrates Poise and Self-Confidence
- Demonstrates Flexibility
- Demonstrates Approachability

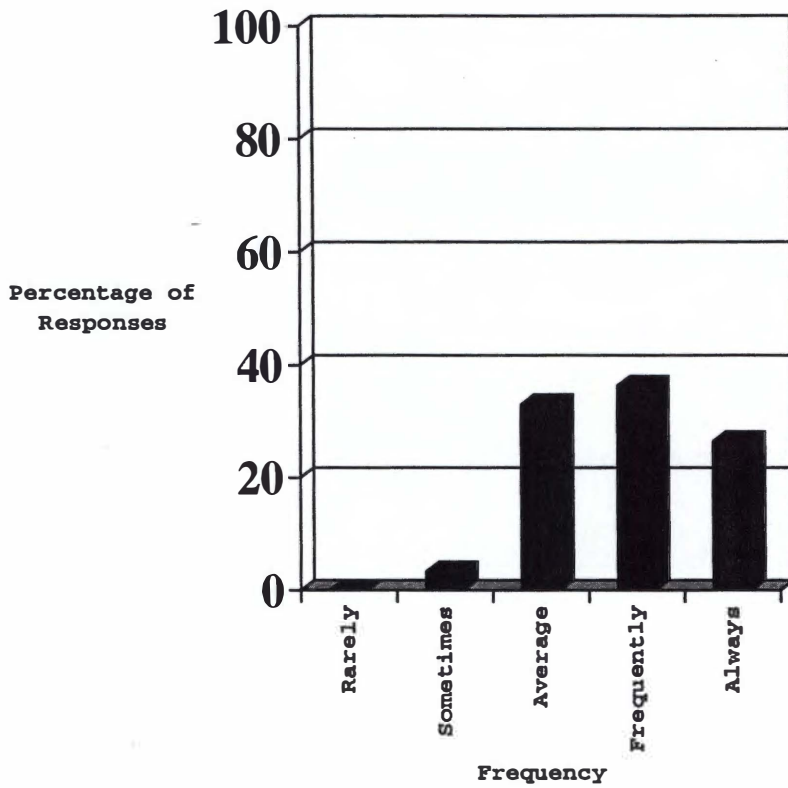
Figure 9 Professional Characteristics/Personal Qualities

1979; Lewis, 1982; Gallagher, 1994; Vialle, 1994; Tomlinson, 1995; George, 1997).

The sixth section (Figure 10) of the scoring rubric was: Use of Communication Strategies: the teacher uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction. Overall, the lowest scoring section of the rubric. No participant received an "always" in each of the characteristics measured. The characteristics measured in this section were: oral communication skills, written communication skills, non-verbal communication skills, standard English proficiency, interpersonal communication with students, and language of subject matter. Two of the three participants earned "average" scores in all but one of the measured characteristics. The remaining participants scored mainly in the "frequently" or "always" range, but for the first time no participant received straight "always" responses.

The seventh section (Figure 11) of the scoring rubric was: Use of Motivational Strategies: the teacher creates a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. The characteristics measured here were:

Use of Communication Strategies



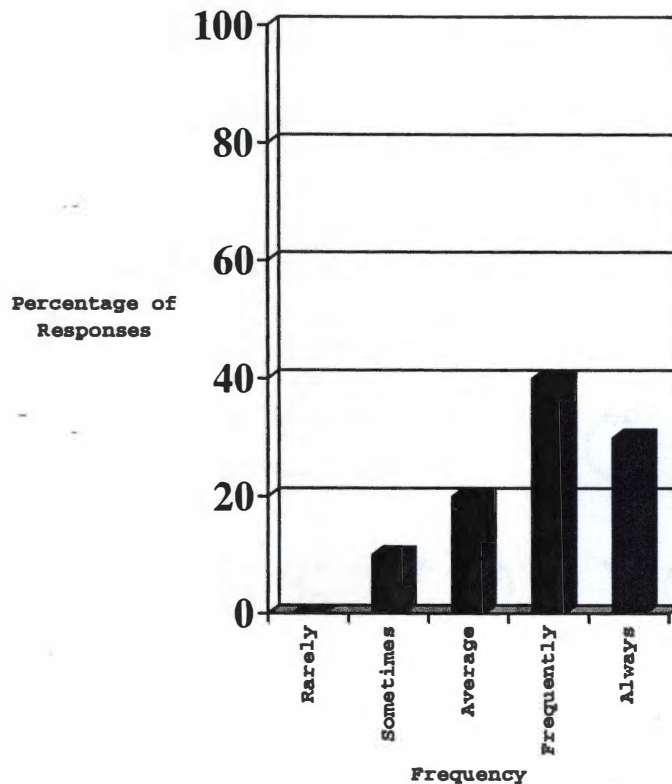
Summary Use of Communication Strategies Rubric:

The teacher uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

- Oral Communication Skills
- Written Communication Skills
- Non-Verbal Communication Skills
- Standard English Proficiency
- Interpersonal Communication with Students
- Language of Subject Matter

Figure 10 Use of Communication Strategies

Use of Motivational Strategies



Summary Use of Motivational Strategies Rubric:

The teacher creates a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.

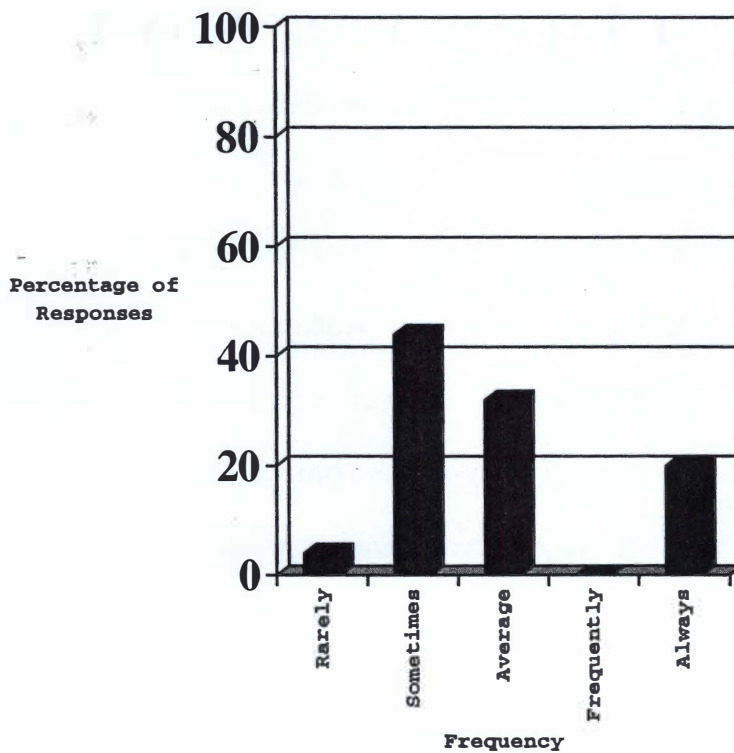
- Involves Students in Classroom Activities
- Provides a Stimulating Environment
- Provides Motivational Activities
- Maintains Pupil Interest

Figure 11 Use of Motivational Strategies

involves students in: classroom activities, provides a stimulating environment, provides motivational activities, and maintains pupil interest. This section received some mixed scores. Three of the participants did well overall on the four characteristics. In fact one participant received straight "always" responses and another received straight "frequently" responses. The third of these three participants received high marks as well overall. The final two participants here earned no higher than "average" responses from their supervisor and also received a couple of "sometimes" responses.

The eighth section (Figure 12) of the scoring rubric was: Use of Technology: the teacher integrates technology into classroom teaching. The characteristics measured here were: employs computer technology into teaching, approach to computer technology, employs multimedia, demonstrates word processing skills, and uses instructional software. One of the five participants here received straight "always" responses. Another participant received four of five "sometimes" responses and one "average" response. The final three participants received mainly "sometimes" responses with only two scores in the "average" range.

Use of Technology



Summary Use of Technology Rubric:

The teacher integrates technology into classroom teaching.

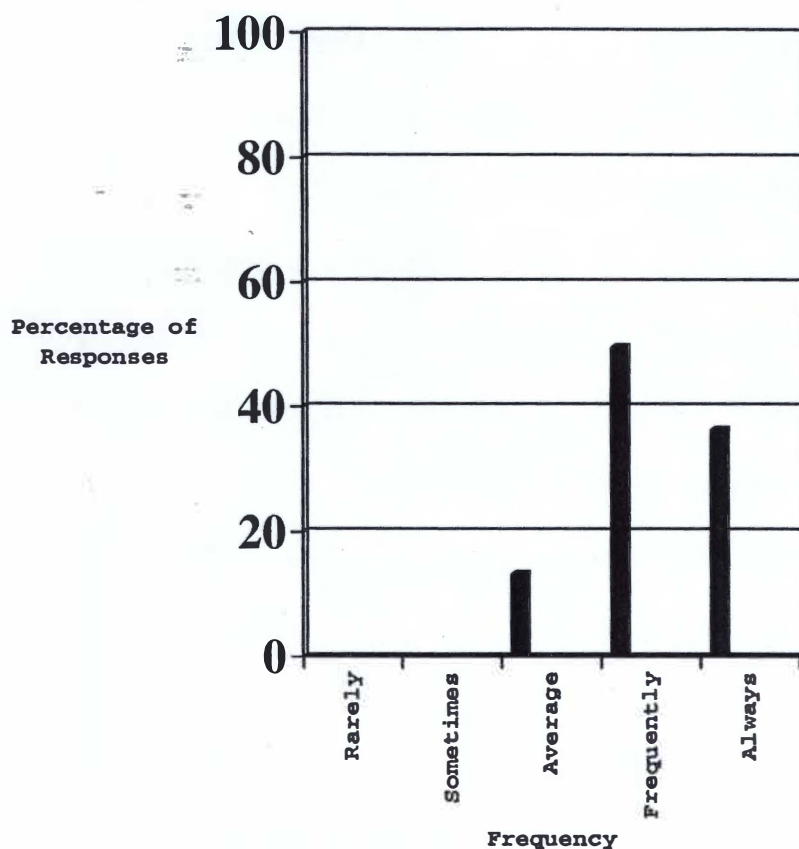
- Employs Computer Technology in Teaching
- Approach to Computer Technology
- Employs Multimedia
- Demonstrates Word Processing Skills
- Uses Instructional Software

Figure 12 Use of Technology

The ninth section (Figure 13) of the scoring rubric was: Human Relation Skills: the teacher implements sound human relations and communication skills in order to foster productive, positive, learning communities. The seven characteristics measured here were: promotes self-confidence, establishes relationships and rapport, uses verbal and non-verbal communication, provides student assistance, promotes classroom harmony and respect, and demonstrates ability to build pupil self concepts. Scores here were all positive. The five participants received mainly "frequently" and "always" responses with only a few in the "average" range.

The tenth and final section (Figure 9) of the scoring rubric was: Professional Characteristics/Personal Qualities: the teacher exhibits high quality characteristics in professional and personal demeanor. There were ten characteristics measured here: approaches teaching proactively, learns from experience, responds to constructive criticism and feedback, demonstrates dependability, demonstrates ethical conduct, projects a positive demeanor, demonstrates a sense of humor, demonstrates poise and self-confidence, demonstrates flexibility, and demonstrates approachability. One

Human Relation Skills



Summary Human Relation Skills Rubric:

The teacher implements sound human relations and communication skills in order to foster productive, positive, learning communities.

- Promotes Self-Confidence in Others
- Establishes Relationships and Rapport
- Uses Verbal and Non-Verbal Communication
- Provides Student Assistance
- Promotes Classroom Harmony and Respect
- Demonstrates Ability to Build Pupil Self-Concepts

Figure 13 Human Relation Skills

participant received two "sometimes" responses, three "average" responses and five "frequently" responses. The other four participants received scores all scores in the "frequently" or "always" range.

Research question number three posed: Were the characteristics of teachers of the gifted in Knox County similar to or different from the characteristics that researchers in the field say are essential to a successful teacher of the gifted? The following sections of the rubric revealed data that was relevant to research question number three (Bishop, 1976; Feldman, 1979; Milgram, 1979; Lewis, 1982; Gallagher & Gallagher, 1994; Vialle, 1994; Tomlinson, 1995; George, 1997).

The first section (Figure 4) of the teacher evaluation rubric measured the following: Knowledge of Content: the teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught; creates learning experiences to make them meaningful to students. The first scoring was "possesses content knowledge." All five participants either scored in the "frequently" or "always" range here. The second scoring was on, "integrates knowledge into instructional objectives."

Again all five participants scored in the "frequently" or "always" range. The third scoring was on "utilizes teaching resources." Here one teacher scored in the "sometimes" range, one participant scored in the "average" range and the others scored in the "frequently" or "always" range. The final scoring in this section of the rubric was "extends content knowledge." One participant scored in the "sometimes" range, one in the "average" range and the others in the "always" range.

The second section (Figure 5) of the scoring rubric measured Knowledge of Learners and Learning Process: the teacher understands how children learn and differ in their approaches to learning; provides learning opportunities that support their development. The characteristics measured here were broken down into four sections: meets individual pupil needs, provides for varied learning styles, applies learning theories and provides for multiple levels of thinking and conceptualization. Each of the five participants scored mainly in the "frequently" or "always" range in these areas with a few exceptions. One participant scored in the "average" range in both the "varied learning styles" and the "providing multiple levels" scored a "sometimes" in the "applies learning theories

of thinking and conceptualization." With those few exceptions, again all five participants scored well.

The third section (Figure 6) measured: Instructional Planning: the teacher plans instruction based on knowledge of subject matter, students, the community, and the curriculum goals. The first characteristic measured here was "plans in advance." One participant scored in the "average" range while the other four earned "frequently" or "always" scores. The second characteristic measured was "prepares high quality lesson plans." Again one average score and the others scored in the "frequently" or "always" range. The third characteristic measured was "incorporates and meets deadlines." One participant here received a "sometimes" score, one participant earned an "average" score while the remaining three earned "frequently" or "always" scores. The next characteristic measured on this section was "demonstrates independence and initiative." One participant scored a "sometimes" while the other four participants scored "frequently" or "always." The final characteristic in this section was "acquires and organizes material." This section received: one "sometimes" response, a "frequently" or "always" score.

The fourth section (Figure 7) of the scoring rubric was: Use of Instructional Strategies: the teacher understands and uses a variety of instructional strategies. The characteristics measured in this section were broken down into eight characteristics: possesses content delivery skills; implements course goals and objectives; uses introductory, transitional and concluding statements; provides student participation and response; paces instruction; responds to students; implements varied questioning techniques; and adapts teaching style to pupil needs. Each of the five participants received no lower than an "average" in any of these sections. Most scores were in the "frequently" or "always" range.

The fifth section (Figure 8) in the scoring rubric was: The Learning Environment and Classroom Management: the teacher creates a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. This section was broken down into five characteristics: implements diverse classroom management strategies, handles discipline problems, establishes expectations and holds students accountable, implements fairness and equity, and implements a sound classroom climate. One participant scored in the "sometimes" range in

our of these five and an "average" in the other. The other four participants scored mostly in the "frequently" or "always" range with only an occasional "average" score.

The sixth section (Figure 10) of the scoring rubric was: Use of Communication Strategies: the teacher uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction. Overall this was the lowest scoring section of the rubric with no participant receiving an "always" in each of the characteristics measured. The characteristics measured in this section were: oral communication skills, written communication skills, non-verbal communication skills, standard English proficiency, interpersonal communication with students, and language of subject matter. Two of the three participants earned "average" scores in all but one of the measured characteristics. The other participants scored mainly in the "frequently" or "always" range, but for the first time no single participant receive straight "always" responses.

Summary

The first research question was seeking the defining characteristics of successful and effective teachers of the gifted in Knox County. The three sources of data presented in this chapter have revealed several definable characteristics possessed by each of the five participants. Some of the findings here were corroborated with the findings in prior studies and some of the findings here were additional discovered characteristics of successful and effective teachers of the gifted.

Each of the TAG teachers had to possess some degree of flexibility or adaptability that a regular classroom teacher would not have to possess. The most obvious area of flexibility was in the lack of space for the TAG classroom. The interviews and observations revealed that some of the participants were conducting class in the hallway, small converted storage closets, or in shared rooms. Another facet of flexibility uncovered in the interviews was in the way of class time. TAG classes were reported to be of "low priority." Whenever classroom teachers felt the need to keep students in the room for a variety of reasons, then it was done. TAG class schedules were often "bumped" or

classes were "doubled up" in order to accommodate some other class or school function. The final facet of adaptability possessed by each of the TAG teachers was in the way of subject matter taught. Each teacher taught classes to their strengths, but also realized the importance of varying the subject matter for students. This data was present in each of the three data collection methods. Each participant had a passion for a specific subject or area and seemed to focus their curriculum around that interest. Gary Browning is a former art major, taught art at one time and obviously has a love of art. Not surprisingly, Mr. Browning was teaching an art lesson when observed and stated in his interview several lessons that were art related. The one subject that all of the teachers of the gifted had in common was, science. Each participant felt confident in teaching content in science and as well as other academic areas.

Other characteristics discovered were prior teaching experience and education. Each of the five participants had been teaching for over a decade and all five held advanced degrees. All five had prior experiences with education, but not all in the "regular" classroom. The interviews, observations, and the rubric all reported a variety of

prior teaching experiences and a diverse educational background in the five participants of this study. Some had taught in private schools, some were counselors, and others had experiences in the regular classroom.

Each of the five participants of this study possessed broad and varying interests. All of the sources of data point out the varied interests of the participants. The interview, observations, and rubric all reported that field of study in college was influential in current interests and subject matter taught. Each participant was also an avid reader in subject matter outside the field of education. They each also realized the importance of having broad interests and actively pursuing knowledge.

Approachability was another characteristic exhibited by all five participants. Each of the five teachers was accessible to their students at almost anytime. The data reported teachers interacting with students prior to school, during class time, and after school. Previous studies have shown that gifted students sought teachers of the gifted who possessed the attribute of approachability.

Research question number two was seeking information related to the varying levels of experience, the socioeconomic status of schools, gender, and age. Did any

of these differences have bearing on effectiveness of the teachers? Through the three sources of data, the researcher was able to rule out these factors as contributing to or hindering the effectiveness of the teachers.

Due to the fact that the age range of the participants was from the thirties to the fifties, age did not seem to be a factor in their success. One of the five participants was male and his success or the success of the other four female participants was not contingent on their gender. Each of the schools were socioeconomically diverse and yet all five of the participants were still considered to be effective and successful. The wealth of a particular school could therefore be ruled out as a determining factor in the success or effectiveness of these five teachers.

The third research question was seeking comparisons to this study and prior studies in the field. This question is perhaps the most important of the three posed for the study. When comparing the findings in this study to those of other studies a few interesting things were discovered.

The importance of experience was discovered in this study as well as many other studies (Bishop, 1976; Gallagher & Gallagher, 1994; Tomlinson, 1995). The importance of intellect and intellectual pursuits is also

noted here as well as in prior studies (Krumboltz & Farquahar, 1957; Bishop, 1976; Lewis, 1982; Gallagher & Gallagher, 1994; Tomlinson, 1995; & George, 1997). Approachability, favorability toward students, sensitivity, caring, sympathy or an understanding of gifted student needs and similar qualities are found here as well as other studies (Bishop, 1976; Milgram, 1979; Gallagher & Gallagher, 1994; Vialle, 1994; & Tomlinson, 1995).

A study conducted by Feldman in 1979 found that teachers of the gifted " had distinctive and different teaching styles." The findings here also found that each of the successful and effective teachers of the gifted had very distinctive teaching styles. No one style was better or more effective than the other. That same study by Feldman found that none of the teachers of the gifted were gifted themselves. The findings of this study concur with those results.

What is not found here, but is reported in prior studies is of interest. Previous research has reported that successful and effective teachers of the gifted need to be up to date on research in their field (Gallagher & Gallagher, 1994; George, 1997). None of the five participants here ever reported having read research in the

field of gifted education. Also contrary to other findings (Gallagher & Gallagher, 1994; Feldhusen, 1997), only one of the five participants in this study had certification in the area of gifted education. More recent studies have reported an importance of technological skills and use in lessons for the gifted. The three sources of data collection in this study reported only one of the five participants as using a lot of technology, although each of the five did involve some technology in their teaching. Limited space and equipment were obvious factors related to this aspect of teaching.

This chapter has summarized the three sources of data collected for this study: the interviews, the observations, and the rubrics. This chapter also reported the summarization of those three sources of data. The next chapter will analyze the data, summarize the findings and make further recommendations for study.

Chapter V - Introduction

The purpose of this study was to determine the defining qualities of five Knox County teachers of the gifted. These teachers of the gifted had been identified as being successful and effective. The data for this study consisted of: transcripts from recordings of a series of structured interviews, the field notes from observations, and a rubric completed by the TAG supervisor. Similar data was collected on each of the participants. A thick description of each TAG teacher's classroom was also completed by the researcher and included. Based on the interviews, observations, and the rubric, the researcher attempted to describe the characteristics, which contributed to the effectiveness of those teachers.

Summary of the Study

Chapter 1 presented the problem statement, purpose of the study, research questions, need for the study, delimitations of the study, basic assumptions, definitions of key terms, and a summary of the methodology used for this study. In chapter 2, the researcher reviewed the relevant literature related to: the history of gifted education, the history and background of Knox County's gifted program, characteristics of gifted children in

general, the desired characteristics for teachers of the gifted by gifted students, and the characteristics of teachers of the gifted. Chapter 3 described in detail the how the interviews were conducted, the process of the observations, and the selection and use of the rubric. The Gifted and Talented Supervisor in the Knox County School system identified the teachers in this study as successful and effective. Her selections were based on her professional opinion and by the annual evaluations by each of the principals and vice principals of the participants. The participants were studied using interviews, observations, and a rubric completed by the TAG supervisor. Chapter 4 analyzed the data of the study. Ethnographic methods were used in responses to the interview questions. Overall impressions of the researcher were described by looking at the classroom observations. The rubric completed by the supervisor described points of interest in the overall behavior of teachers of the gifted and talented. This chapter presents the conclusions of the study based on the data. The chapter also includes recommendations for further study as well as recommendations for curriculum and development.

Conclusions from the Study

Based on the analysis of the data generated by the study and presented in Chapter 4, a number of conclusions were drawn by the researcher. The following conclusions related to the research questions and dealing with the characteristics of successful and effective teachers of the gifted were made by the researcher.

1. The successful teachers of the gifted seemed to be more flexible or adaptable than their less successful counterparts. Their flexibility and adaptability was demonstrated in several aspects related to their teaching. First and foremost, they seem to have the ability to work in a limited amount of space. Through the observations and the interviews the researcher discovered that teaching in a very small room, a converted storage closet, or even the hallway was not an uncommon experience for TAG teachers in Knox County.

These teachers also showed a degree of adaptability in relation to the ever-changing and

limited teaching periods for their gifted cases. The gifted class were supposed to meet forty-five minutes to an hour once a week. However school schedules often interfered with the meeting times and students were sometimes pulled for various reasons.

The successful teachers also demonstrated their competency by teaching a variety of subject matter. Each of the participants was required to cover units in varied academic disciplines. Teaching units in varied disciplines required these teachers to constantly try to tie units together and have units that were cross curricular.

2. Teachers considered to be successful and effective also seem to have several years of experience in a variety of areas. The data collected for this study revealed that all five participants had advanced degrees. The degrees were from varied disciplines, which assisted these teachers in covering the broad range of areas required by the TAG supervisor. Each of the five participants had prior teaching experience before arriving at the TAG job. The data collection

reported that some of the teachers had been in the regular classroom, some had taught private school, and some had been counselor of one kind or another. The fewest number of public school teaching years taught by any of the five teachers was thirteen. As mentioned, some of the participants had been teaching in other areas of education before arriving in the public school. This raises an interesting question about experience. Should teachers of the gifted be required to have a certain amount of teaching experience behind them before entering a gifted classroom?

3. These successful and effective teachers of the gifted also possess broad and varying interests. They were actively involved in intellectual pursuits of one type or another. Through the interview the researcher discovered that each of these teachers had a passion for something outside the realm of school. Interests or pursuits included: sports, gardening, music, sewing, art, entertainment, and technology. At times these interests were included in the lessons taught in the gifted classroom. One participant had taken her

interest in gardening to the school by developing a greenhouse for the entire schools use. All participants reported that they had a love of reading. Each participant thought it important to be an active reader in varied subject matter.

4. The successful and effective teachers of the gifted were very approachable. Each of the participants displayed a genuine concern and care for the needs of gifted children. During the observations, successful teachers of the gifted were seen talking to their students before and after class time about all types of topics. Sometimes these teachers spoke to students about their homes, family, or even their interests. Students even came to the TAG classroom before school started during one observation. The teachers were also observed showing their care for their students through hugs, pats, and other visible displays of affection. The interviews also revealed that each of the participants felt it important to be aware of the needs of gifted children.

5. Successful and effective teachers of the gifted each demonstrate a variety of teaching styles. All three sources of data were in agreement that corroborated this ability to use various teaching styles. All of the participants employed lecture from time to time. Teachers were also observed using a student-centered teaching activities, where students were told what to do and the teacher was merely there to assist when needed. In addition participants employed hands-on lessons to further involve their students in problem solving. One teacher used a lesson where students made an actual piece of art. Many teachers also use technology as a means of instruction despite some of the participants reporting otherwise due to lack of space. Through the internet and the use of computer software students had access to an unlimited amount of information.

6. A specific gender did not seem to be a factor. One of the successful teachers was male and the remaining four were female. This was a proportionate sampling due to the low number of males in elementary schools and in the Knox County TAG department. Knox County had

only two male teachers of the gifted at the time of this study.

Some of the factors revealed in the study were inconsistent with the previous research discussed in Chapter 2. Though the participants were undoubtedly capable teachers of the gifted, all of them could be described as having a number of negative traits.

1. None of the teachers considered themselves knowledgeable or interested in research pertaining to gifted education. Through the interviews it was discovered that none of the five participants read recent research or studies on gifted children or the gifted field of education. However, each of the five did think that it was important for teachers of the gifted to be informed of recent research. The participants expressed that this knowledge should be gained through staff development.

2. Only one of the five successful teachers had obtained a teaching endorsement in gifted education. All five of the participants held a master's degree or higher.

However, none of them actually majored in gifted education. The single participant with a gifted education endorsement had acquired it through class work completed during her summer breaks. Her certification coursework was completed only because the county had offered to pay for some of the coursework.

3. Although experience was determined to be of importance, a specific age was not. The participants ranged in age from their early thirties to their mid fifties. Due to the variance in age the researcher determined that it was in fact the experience that was the important attribute.

Recommendations for Further Study

Due to the limited number of participants of this study, my first recommendation would be to conduct a similar study on a much broader scale. However, a similar study may also need to be conducted using small numbers of participants, in which more in depth observations are completed by multiple observers. Additional and different

rubrics scored by more than one administrator or supervisor and a self-scoring rubric should also be conducted.

Studies should also be conducted in which the opinions of gifted students were sought. Group discussion with teachers and students would be useful in the construction of a well developed questionnaire to give to students.

Studies should also be conducted in which the traits of successful and effective teachers of the gifted are compared with the traits of successful and effective teachers in the regular classroom. It is further suggested that an in depth case study of an individual successful teacher of the gifted would yield beneficial information.

Based on the current study, a number of recommendations could be made related to the Knox County Talented and Gifted Program, specifically in the development of TAG program.

Teachers, who are hired into the program, need to be able to deal with a variety of working situations in order to be successful. Teachers need to be made aware of the classroom conditions that they may face such as having to alter their schedules due to school functions. TAG teachers should be prepared for situations where the scheduled TAG

class has to be changed at a moments notice. An ability to teach a variety of subjects throughout the school year should also be considered when hiring or preparing TAG teachers for an upcoming school year. Teachers with diverse backgrounds or a current interest or pursuit of knowledge in academic subject matter should be considered. Above all these teachers need to be interested in learning themselves and excited about a variety of subjects with the ability to convey that excitement onto their gifted students. Knox County may also want to consider making coursework in the area of gifted education available to their teachers at a reasonable cost. With policies such as No Child Left Behind it may be of use to begin such a program to allow current TAG teachers the possibility of becoming "qualified" by obtaining their certification.

References

Abel, T. & Karnes, F. A. (1994) Teacher preferences among the lower socioeconomic rural and suburban advantaged gifted students. *Roeper Review*, 17 (1), 52-57.

Alexander, Patricia A., and Muia, Joseph A. *Gifted Education: A Comprehensive Roadmap*. Rockville, MD.: Aspen, 1982.

Arnold, A., ed. 1977. "Leadership-A Survey of Literature." *In a New Generation of Leadership*. Ventura, CA, : National/State Leadership Training Institute on the Gifted and Talented.

Bishop, W. E. (1980) Successful teachers of the gifted. In Renzulli, J. S. and Stoddard, E. P. (Eds), *Under One Cover: Gifted and Talented Education in Perspective* (pp. 152-160). Reston, VA: Council for Exceptional Children.

Brophy, J.E., & Good, T.L. (1986) Teacher behavior and student achievement. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (pp. 328-375). New York: MacMillan

- Colangelo, N., & Davis, G. (1997). Handbook of gifted education (2nd ed.). New York: Allyn and Bacon.
- Davis, G., & Rimm, S. (1989). Education of the gifted and talented (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Davis, G. A., & Rimm, S. B. (1994). Education of the gifted and talented (3rd ed.). Boston, MA: Allyn & Bacon.
- DeHaan, Robert F., and Havighurst, Robert J. Educating Gifted Children. Chicago: University of Chicago Press, 1961.
- Delisle, J. (1999, November/ December). A millennial hourglass: Gifted child education's sands of time. Gifted Child Today, 22(6), 26-32.
- Dorhout, A. (1983) Student and teacher perceptions of preferred teacher behaviors among the academically gifted. Gifted Child Quarterly, 27 (3), 122-125.
- Feldhusen, J. F. (1991, September/October). Full-time classes for gifted youth. The Gifted Child Today, 10-13.

Feldhusen, J. (1999). Educating teachers for work with talented youth. In N. Colangelo & G.A. Davis (Eds.), *Handbook of gifted education* (2nd ed.), pp. 547-552. Boston: Allyn & Bacon.

Fliegler, Louis A., & Bish, Charles E. "Summary of Research on the Academically Talented Student." *Review of Educational Research* 29: 408-50 (December 1959).

Gallagher, H., & Gallagher, S. (1994). *Teaching the gifted child*. Boston: Allyn & Bacon.

George, D. (1997). *The Challenge of the Able Child* (2nd ed.). London: David Fulton.

Krumboltz, J. & Farquhar, W. (1957) The effect of three teaching methods on achievement and motivational outcomes in a how-to-study course. *Psychological Monographs*, 71 (14), 1-26.

Laylock, S.R. (1957). *Gifted Children: A Handbook for the Gifted Classroom Teacher*, Copp-Clark, Toronto.

Lewis, J. F. (1982 May/June). Bulldozers or chairs? Gifted students describe their ideal teacher. *The Gifted Child Today*, 16-19.

Marland, S. P., Jr. (1972). Education of the gifted and talented. Report to the Congress of the United States by the US. Commissioner of Education and background papers submitted to the U.S. Office of Education, 2 vols.

Washington, DC: U.S. Government Printing Office.

(Government Documents Y4.L 11/2: G36)

Milgram, R. M. (1979). Perception of teacher behavior in gifted and nongifted children. *Journal of Educational Psychology*, 71 (1), 125-128.

Nelson, J.B., & Cleland, D.J. *The Role of the Teachers of Gifted and Creative Children*. New York: Halstead Press, 1975.

Piirto, J. (1999). *Talented adults and children: Their development and education* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

Ramaseshan, P. 1957. The Social and Emotional Adjustment of the Gifted. PhD dissertation, University of Nebraska.

Renzulli, J. S. (1968). Identifying key features in programs for the gifted. *Exceptional Children*, 35, 217-221.

Renzulli, Joseph S. "What Makes Giftedness? Reexamining a Definition." *Phi Delta Kappan* 60: 180-84, 261 (November 1978).

Sanderlin, O. (1973). Teaching Gifted Children (pp. 126-141). New York: A.S. Barnes

Sellin, D.F., and Birch, J.W. *Educating Gifted and Talented Learners*. Rockville, MD: Aspen Publications, 1980.

Terman, Lewis & Oden, M. 1947. *The Gifted Child Grows Up. Genetic Studies of Genius*. Vol. 4. Stanford, CA: Stanford University Press

Shneidman, E. 1971. "Perturbation and Lethality as Precursors of Suicide in a Gifted Group." *Life Threatening Behavior* 1:23-45.

Tomlinson, C. A. (1995). How to differentiate instruction in mixed-ability classrooms. Alexandria, VA: ASCD. (Parts of this text are available from the ASCD Reading Room on the World Wide Web:

<http://www.ascd.org/readingroom/books/tomlin95book.html>

U.S. Department of Education, Office of Educational Research and Improvement. (1993). National excellence: A case for developing America's talent. Washington, DC: U.S. Government Printing Office.

Witty, Paul A. *Reading for the Gifted and the Creative Student*. Newark, Del.:International Reading Association, 1971.

Appendices

Interviews

Interview with TAG Supervisor

This is Jeff Woods interviewing Lynn Miller, Talented and Gifted, Magnet Supervisor for Knox County Schools, Knoxville, Tennessee.

Q: Could you give me some background on the Talented and Gifted program here in Knoxville, Tennessee?

A: It originally started when we had the opportunity to visit with Joe Renzulli. He came to the state; I went to Nashville. He is very well known internationally in the field of gifted. His model did something for the Knox County program because at the time we were not a joint city and county structure. He did something that helped us enormously. We had a very affluent population of kids in the county and we had a very rural population of kids. So along with my research, I knew that gifted kids were everywhere but if you just looked at their test scores there was no way, you could have put the kids from Gap Creek in the same space as the kids from Farragut, for example.

His model was just about looking at gifted behaviors. It was about looking at not only the test scores but at those kids that a teacher would identify because they had this initiation of thought or initiation of

product, or they were doing something outside school. They could be head and shoulders with any other student that was a very bright child but when you looked at their scores, it belied that factor. Supposedly, and he was the first person that said it, you have to look at gifted behavior as opposed to just scores.

Q: How do students qualify for the gifted program here?

A: This state requires a score screening process, so we use that as a beginning entree-if you will-, because that's the reason we go down lower and that's the reason we let teachers nominate children and we let teachers nominate children.

Q: How and when did the program actually begin?

A: It first started in 1979. The teachers weren't employed, the board said the first year you can have unlimited resources for duplicating services. So what I did was a system wide teacher model; it was a critical thinking model called Talents Unlimited. Out of that I had teachers that I knew in every school, because I had done all their training. I was a nationally certified trainer and one of the things that we did was, met with the teachers and asked if

they would be willing to give up their planning periods. The planning periods consisted of their library time, their physical education time and their music time. We also asked if they could not have bus duty.

So, I went back to the board and presented that proposal, and that's how it started. So, during those times, during the week, the gifted students were identified and served. As the program grew, it grew because we then wanted substitute teachers to help with the classroom teacher. So we hired a substitute teacher and that was again, lower money than we would have needed. These classroom teachers continued doing what they were doing, because there were no funds for this. The state would not fund this program because it was not through special education, and yet we were getting a lot of support from the people who knew our different demographic population and understood what we were trying to do. So the board knew that we were supported and that very powerful people in the world of gifted supported us and that still continues to be so.

When we finally got to the place where we merged the two districts (City schools & County schools). In Knox County Schools, we have approximately now, 52,000, students. At the time we merged, we probably had 60,000 students, or close to that, between the two systems and they were basically split half-and-half. It was sort of interesting how the smaller geographic regions still had the same number of kids. The city's school system had five teachers that were certified as gifted, serving all of their gifted. We had one person in every school, but they were in every school and they had this other job. They had five full time people and some of their five full time people would go to 17 schools, so they would cover 17 schools in a two-week period. It was kind of odd, but they were using only the model; the certified model through the state department and they were only looking at IQ. That model was disbanded with the second they merged with us. So what we did was, we brought all those teachers in and we said, okay, we got this many teachers, now we want to start hiring full time teachers. We had actually started because we knew the merger was going to occur two years previous to that.

So by the time we came together, I guess the first year we maybe had 16 teachers for all of Knox County.

It was more than the city had had and the county had had and we grew our base and we grew our teachers, so now we have 33 teachers in the TAG program. At the same time what we were trying to make everyone understand was that a child was not gifted just on Monday, at one o'clock when they go to TAG class. What we really wanted was the regular curriculum program to do their job. We wanted the students to be grouped appropriately, so we had been working on that since 1982. We merged those two pieces together and made it a requirement, that every school had grouping within their program. When the city schools merged with us that was the other thing they didn't do. Most of the (City) students were taught at the same level in every class. So there was no grouping for mathematics and no grouping for reading. We had then to go back and do that. We did the training for Talents Unlimited, so that teachers, if they had not had any training or any kind of critical thinking model, would have a base to start with then. That was probably the most

teacher/friendly, critical thinking model that we have been able to find.

Q: How many students does the Talented and Gifted department serve here?

A: The number of students we now service is a little over 7,000, and the number of schools that we service, if you count the high schools, is something like 99, I will count them for you at the end. In the high school area we are talking about all of the advanced placement, or the honors classes, or the advanced level classes. For example, there is really not an honors French, for example, but there is a 3rd and 4th year of French, so anything that is an advanced level or, the 3rd year of a journalism class. Those classes we count for our students and we count the number of students in those programs as being ours.

In that regard, we are looking at a program in every single school that we have, even in our preschool program, we have someone going in just checking to be a resource to those teachers. We have every school covered in the system.

Q: What qualities or characteristics do you look for in a teacher of the gifted?

A: When I'm looking at a teacher of the gifted, I'm looking for someone who, number one is an initiator of ideas and an initiator of product. A person can come in and talk with me about something that they have just done in their personal life. Something that has meant a lot to them, about how they organized that, how they pulled that off and what service that they given to themselves or their families. If that's the only thing I have to go on, because we do have occasionally, some people come in on their interview and say, I don't know that I have done something that's made a difference in the school yet. I've only been here a year or something like that. Then I will say, oh, just something you can pick up someplace else; they might do something in their church or in their community.

They have to be able to initiate ideas. They have to be able to talk from a frame of reference of knowing the groundwork if you will. I, out of that, can see whether or not they can multi-task. I can see that they really are good at research. I can see that they

are really good at identifying a problem, so they had had to look at the problem identification. It has really been important, as I have talked with them about that. The reason for that is that I think that is one of the best characteristics of a teacher of the gifted. Can you ask a question and can you identify a problem? The other thing I do in the interview is that I ask them if they have any questions. If someone says no, then I basically can't hire them, because they have no way then of helping kids get at good questions and obviously questions have to be something with thought behind it and every person that I have hired, have had very thoughtful questions.

When you look at Robert Sternberg's work at Yale, that's the one thing he said makes a difference. Someone who is really-really bright, is that intellect, not about how many things you can answer but how many things you can question. That's one of my rules of thumb for that. An individual does not know that when they come in here but that is what I use.

Q: Is there anything else that you look for in a teacher of the gifted?

A: I want them to have, although this is a trainable trait, I do want them to have a real understanding of the nature of giftedness. We actually have a lot of people come in the door that say everyone is gifted. I don't have a problem with that, because I understand that having a Master's Degree in special education, supports that. Because there really are very many gifts and talents from a person that does not have a very high IQ. But it is a trainable component where you can take someone from, yes everyone is gifted and talented, and, that the very highest level definitely need some stimulation if left on their own. I have never had someone not be able to make the leap. I have had people have a hard time articulating that well when teachers confront them. I feel very strongly in their faith over the issues and then we just work on that because once they get more and more clear, they can help the teachers decide why it is appropriate.

Q: Do you think that you look for different qualities than say, a principal hiring a teacher for a regular education position?

A: In our program the teachers like bright children, they see the uniqueness, they can help lead, direct that energy, that intellect and that use of vocabulary and that use of manipulation to the child's gain and they enjoy working through that and coming out the winner. I think that's the difference. I think a principal must look for someone that doesn't have the expectation that the child will learn the material quickly. They have to be able to know that that teacher is going to look at every child in the class and treat every child fairly. In some ways I think a good principal will almost make sure that that person can really deal with the kids at the lower end because they are going to be in the classroom at some part of the day. I think we both look at whether or not a person can really manage things well. I think multi-tasking is critical. I think that is the common ground that we have. Obviously, we both look for teachers with a real respect for children.

Q: Is there any other differences in the type of person that you would hire as opposed to a principal?

A: Yes, I think the other thing I think makes the individuals I hire unique is that they really like

working with bright children and they don't mind if the child is a smart aleck. They don't like it necessarily, but I think they understand it. They understand the child is using their intellect or their vocabulary to manipulate the situation and they can help that child as opposed to being so angry with that child that they won't do anything for them. I think the difference in the regular classroom teacher is that value judgment sometimes gets built into a teacher shutting off the bright are good at problem solving, especially as it comes up in relation to conflict. They have to be able to model it, and they have to be able to do it. There are really not any great questions for getting at that. You can get some biases out of the questioning process but until the person is pushed to the wall, you don't really know.

I think it is critical that any administrator hire people that are very well trained all around that issue. They know enough to say the right thing. That is a harder one to sort of pinpoint. I get at that question by asking people to describe a situation, which was very difficult or was very confrontative that they had had to work through. I don't care where

it is. I just want to know what they did and usually if a person really can't do it then, there is a slip in there somehow and a person may give himself or herself more credit in the situation. Then, I know they are at least thinking about the way it should be, because we all have places where we lose it.

Q: Do you think gifted children look for specific characteristics in their TAG teachers?

A: I think that gifted students look for a teacher that is smart and a teacher that is really going to respect them, a teacher that is going to be able to know what they are going to do. Students may say, "gosh, I don't know," but a good teacher will tell help them in such a way that it doesn't make the student look dumb and then say we need to investigate that. Acknowledge the fact there is more and more learning to do.

Acknowledges a students' talent and ability and the fact that a student may know more than the teacher does, I think there is that give and take that goes on. I also think a gifted student is looking for someone who can roll with the punches. Now there is your serious gifted student that doesn't like it if you've got someone that is super-humorous. They

almost think it's corny. Then you have the kid that really wants someone with a good sense of humor because that's a very strong trait of a lot of gifted kids. So when you start getting into those things, depending on the student, is really what that student's looking for. A student who is frustrated because they have gone so long and haven't felt challenged, they want someone that is going to challenge them. So you've got those give and take things, but I think generally it's about the fact that they want them to be smart. That's the other reason when I'm hiring I ask, "What have you done and where are you" and I always ask what you read?" I don't care; it doesn't have to be something serious, but I need to know that there is something that asks you to stretch. So, even if it's a mystery, it's about setting goals in what you are really looking for. Does that person involve himself or herself in something that gives them a break, so they can relax with reading? Is it something that is in some way stimulating? You know, I think you have to look at those things and I do think we have a very smart staff.

Interviews of five participants

Participant 1

(Gary Browning)

Q: Could you please tell me a little about your educational background? High School? College? Graduate Schooling? Course of study?

A: I graduated from Farragut High School in 1980. I went directly into summer school at The University of Tennessee, Knoxville (UT) and graduated within four years in elementary education curriculum and instruction with a focus in art education.

Q: How long have you been in the educational field and in what facets, if any, other than teaching?

A: My first position was teaching second grade English and art. I taught English to the entire second grade and art to third grade that was a departmentalized school kindergartners changed as well. My position at that school was eliminated so the second year they sent me to a new school to teach first grade resource with thirty students ranging abilities of hearing impaired to gifted all in the same room all day long. I resigned that position at the end of the year because I was going to work on my masters. I obtained my masters in gifted in Knoxville at UT and then I

was offered a second-third-grade combination class at Truman Elementary under Bobbie McGreby. I accepted the job and taught second-third grade then fourth grade, a four-five split, and fifth grade. I just kept moving up with the kids at Truman Elementary. Then I taught fifth grade at Taft Elementary for eight or nine years before I took the TAG position. I have now been in a TAG for five years.

Q: Did your elementary school growing up have gifted program? Did you participate?

A: I moved all over the United States when I was in elementary school and was not really sure if my schools had a gifted program because I moved in and out of systems like every other year. I know that there was not when I was at Pittsburgh they were luck to have schools in Pittsburgh.

Q: Would you have been in the gifted program if your school had one? Why? Why not?

A: I know I never would have made the test scores. I panic on standardized testing. Had it been based on creativity I probably would have been in it because I was always doing things that were different. Looking back on it now, I wanted to do the extra research for example, on Bolivia because I wanted to know. I don't test real well. I wanted to teach art education because I thought I could be a

better example than most of the art teachers that I had seen.

Q: As a child what were some of your main interests or hobbies?

A: My main interest was reading; constantly reading anything I could get my hands on. I enjoyed listening to music, watching plays, writing stories at that time. That was about it. I cannot play instruments because my hands don't move the way my mind wants them too. I was told one time that I didn't have the lips for a trumpet and I thought that was really funny.

Q: Would you consider yourself an effective/successful teacher? Why? Why not?

A: I do now but the first year that I entered the TAG program it was like a living nightmare for lack of a better phrase. Having been a classroom teacher for some many years if I had not been a classroom teacher for many years I think it would have been a whole lot worse. I don't know how these new people who have never done it before come into the pool and get thrown to the sharks so to speak. I do know that I know what is going on I am also very territorial and I function much better when I have my

space. I have a room here at Van Buren Elementary and it has made the world of difference in what I do.

In terms of my first years in the gifted program, lack of space has made the experience bad. Having too many schools was another thing. For a first year person to be in three schools it is horrible. I was evaluated in my first year in the TAG program in addition the evaluation rotation came up and my certificate also expired that year. It was just horrid. Also dealing with situations that my supervisor put me into "fix situations" that had existing in all three schools. Not one, not two, but all three schools. I was coming in and fixing things according to my supervisor and it was dealing with those issues. My favorite example was the teacher that said they were not interested in TAG but she had six kids that I had to pick up. When I asked her what class period she wanted she said, she wasn't interested this year. It is much better now though. I think it is the whole space issue thing for me personally and now that I have rooms at all three schools things are much better, any space. I almost got in here and I would have settled, gladly with a divider (gestures toward the current room). The only one that comes through here is the librarian and the music teacher.

Q: How long have you been teaching in the gifted program?

A: I have been teaching in the Knox County gifted program for five years. Although, I have been teaching in Knox County for seventeen to nineteen years.

Q: Did you feel that you were successful immediately when you started working with gifted children?

A: Not my first year, but now I do. Now that my lessons are all worked out, etc.

Q: What are some of the subject areas in which you feel confident in teaching?

A: I can teach anything right now first through fifth with no problem but I prefer the upper grades simply because of content. When I taught primary grades the letters of the alphabetic all morning bored me stiff to no end. I find that the younger ones have a more eagerness to do anything and everything is fantastic to the little ones. I taught six grade, seventh grade, and high school kids at summer camp so if or when I ever leave TAG I'm going to middle school to teach social studies, world history, and American history. My supervisor offered me a math position at Roosevelt Elementary. I looked at her and told her no, not math. If she had offered anything else but math I would have taken it.

I have three schools Washington Elementary, Jackson Elementary, and Van Buren Elementary. I've got Washington Elementary. If she, supervisor, will see the light and give me Washington Elementary, Jackson Elementary, and Van Buren Elementary. She was going to move me back to Monroe Elementary and I said, no. She had me on a half day from Washington Elementary to Monroe Elementary and I did it for a week. I said, "no this is not going to work." I cannot do it. I was dying Tuesday mornings because I was traveling out to Monroe Elementary and then coming to Washington Elementary. If I could be only at one school I would only want Washington Elementary. I love Washington Elementary. The population is going to be 850 and in the following year 930. Right now technically, I was trying to convince her to give me four days a week. Washington Elementary academics are really high for example thirty-three percent of my third graders coming in qualify for TAG. I have five - third grade classes there. It was a living nightmare and I didn't even look at borderline children. I couldn't even do it. I had a mom, referencing to her daughter, she got a ninety-four and I told her I was so sorry. I had too; I had no choice this year. I didn't even test third graders. I told my supervisor thirty-three

percent and she thought I was nuts. She (the supervisor) went back to look at all the numbers and she said, "You really do have thirty-three percent."

Q: What types of lessons do you teach to your TAG students? Could you give some examples in detail of a typical lesson?

A: First grade does volcanoes and animals if they have time. Second grade dinosaurs and skeleton system. We did a cultural world traveler thing to end the year here at Washington Elementary that I taught and went okay. They have a passport and visit five countries. We learn just a smidgen about each country and then there is a game attached to each country. We take them out to play the game. I did that unit because at the end of year when things get nuts if they don't go to all five countries it's no big deal. It's not like it not like the skeleton system isn't finished or their volcano isn't ready to erupt. It just ended it no big hoopla, which worked out really well, cause usually I do bones at the end of the year and there's more panicking to get the bones done. The fourth grade Egyptian unit has almost moved to a whole year activity now. It takes us almost a year and this year I cut out the hieroglyphics stuff. Fifth grade this year did

mars. Mars primarily architecture and Greek mythology.

Third, fourth, and fifth started this year advanced vocabulary which place entirely outside of class. I've got it almost fine-tuned now but not quite. Next year fifth grade isn't going architecture they are going to do mystery festival now that I have huge enough room to set up the mystery stuff in and leave it out. My primary kids at Washington Elementary will have their own room so their stuff will be out the way. So they are going to do mystery festival in fifth grade this year.

Q: Do you use a lot of technology in your teaching?

A: I use as much technology as I humanly can get my hands on to. My supervisor was very fortunate to get me at Washington Elementary television, vcr, and the whole nine yards therefore a lot of my lessons can go right on to the television. So that's great. The mobile labs were a major deal. The mobile labs have been a major help at the two smaller schools. At Monroe Elementary, when I was there I used the server computers both G-3's that were not being used on the day that I was there because the librarian wasn't there to get things up and running. So I used the server computers at Monroe Elementary, which is interesting because the computers were in a closet. I can remember

squeezing into the closet and saying back row you need to stand. At Jackson Elementary, the librarian doesn't technically have open access and in the morning it doesn't seem she has classes so that helped. But the mobile labs helped immensely. I have one computer at each of the schools except for at Washington Elementary and I have my computer, the pta computer, two and half computers that I mangled off of teachers that were using them has paper weights. My computers at Washington Elementary are coming here because I am suppose to get all new computer and stuff at Washington Elementary.

The computers are used for instruction, research, testing, and evaluation. For example, the dinosaur unit after I teach the four or five dinosaurs that we are doing there is a website that has tests on it and they take the tests. If they answer correctly the little picture fuses together to make the dinosaur they are talking about. So I can quickly scan to see if they have picked up the information. Instructional we use regular geo-safari to review the bones on the big screen and they kill to do that. They get two or three points for naming the bone the ball flashes over. It's real cool and they kill to do it; don't ask me why. This year I used it for additional TAG

time. I had two or three guys and a girl that would come in a play two or three logic type games that they would kill to come in and play.

Q: How do you know when a lesson has been successful with gifted children?

A: When the students come back to me with additional things about the topic that we didn't talk about. For example, fourth grade mummies at Washington Elementary I had a girl bring in a mummy case that she had made at home, not part of class requirements. She brought in a step pyramid that she built out of sugar cubes not part of the course requirement. I had a little girl go and look up her family's coat of arms when we did medieval studies. When the students go above and beyond or they come back and ask to work more on the topic not because they have to but because they want to do more than what I require.

Q: If you were to hire the perfect teacher for gifted children what attributes/qualities would you look for in that person?

A: Hire someone that can do paperwork. Attributes for the gifted; total flexibility, a willingness to deviate from the standard, a certain amount of creativity, and willingness to do strange than usual. For example, I don't

know many first grade teachers how would erupt volcanoes in their classroom without assistance or cook chickens for a medieval feast. The difference has to be there. They have to like what they are doing in this department especially because if you don't like it this could be kiss of death. If you are not a person that cannot deal well with the structure aspect from a regular classroom position; for example, for me it is perfect cause I hated the structure of a regular classroom teacher. Going this unit to this unit and then to this unit. Or not having loved twentieth century American history and not enough time for it in the old fifth grade curriculum however there is now because they changed curriculum. Also if you don't know what is going on or if you cannot function independently there is no way you can do this. There is no way in my opinion you could do this if you cannot function by yourself. The fact that most of my Jackson Elementary people don't know who I am doesn't bother me in the least. To be honest I could care less if they sent me the kids I could care less. Independence, flexibility, and creativity are definitely a must. Creativity is need in not only what you do but also how you get to it because there isn't a textbook. A lot of

people cannot handle the idea of no textbook issue. Okay, I do this today and I do this tomorrow.

The students look for someone that listens to them when they get off on these tangents or topics that they are discussing. They don't want stop discussing the topic and I can especially see that with middle school kids. The TAG teacher has to be willing to let the kids go with that topic and if necessary just sit back and let them discuss.

I have noticed especially with my middle and high school kids at the summer camp program that I work at; the kids took a current events class this year. Wes didn't show up and so Molly ended up teaching the course. They generated a list of current event topics and once the perimeters of the discussion were sent out the class went for an hour and a half. It was really interesting to see the middle school kids, seventh and eighth graders primarily, spend a whole hour and a half on a topic with no one getting up to go to the bathroom or saying that they needed a drink or when the hour and a half was over not wanting to leave. In even in the young groups we were discussing the plague in the third grade which was not suppose to take that long that ended up being a whole class period. Cause then we had to chart the plague and then we

had to figure where and out it spread all that. I just mentioned it in passing so that ended up beginning a whole other lesson that I wasn't even planning on. This group wanted to know about the plague but my Washington Elementary kids didn't want to know. A willingness to listen to the kids and take something they are interested in and going with that which is something they are looking for. They are looking for somebody who just makes them think like I discussed with some of my fourth graders who are having some issues at Washington Elementary because they don't use their brains half the time. For example, like if their teacher puts something on the board don't you already have it done in your head before she is done explaining the directions to it and the kids replied, yes. That's my point. We are having vocabulary issues because it wasn't coming as easily to them as they wanted it to when I was using Standardized Achievement Tests (SAT) vocabulary.

I don't think it is necessary to have a background in gifted. That can always come later. For example, I started working with the summer camp for Dr. Coleman when I realized that they were the kids I liked to work with and I

had had no background in gifted education. If they have the characteristics that were mentioned previously I think they will do okay. It helps greatly if they have been in the classroom for at least a year in my opinion and had to operate under that. I know lots of really bright people who would be very good at this job but I don't think they could handle the day-to-day things we have to do especially when they come to them and say you are going to do bus duty. I don't think they could handle it. I know it would have been a nightmare for me personally if I had gone straight from UT into this particular program and not been a classroom teacher before hand. It also gives you creditability when teachers start complicating that we can't do TAG because we have to do this and you can say to them well I was a classroom teacher, it is possible. I noticed when you were a classroom teacher before hand especially at the grade level you were in previously you get a lot of less flack from that grade level. I don't know why that is but I seem to have had a lot. For example, fifth grade when they start on to me about the end of the year graduation and all that and I say I was in this grade I know exactly what you are doing. I receive a lot less flack from fifth grade.

Q: What are some of your hobbies or interest currently?

A: I love the computer and I guess I am always surfing or cruising sites that I am using at school. For example, I found out that the t-rex skeleton has the same disease as I do. We both suffer from gout, seriously. I love the computer, technology, books, and movies. I probably watch more television than I should. I know a lot about television movies that I shouldn't. This will be the first summer I have not worked two jobs so this will be unusual in the fact that I am not working at Dollywood this summer. That should be interesting.

Q: Do you plan on staying in the gifted area of teaching? Why? Why not?

A: My supervisor has offered me positions three times previously in TAG. My first position she offered me was Grant Elementary and Bush Elementary and I am not traveling. The second position was at the Johnson Elementary teaching math and it was interesting because I didn't apply for that position. This third position is the one I did take because it had various schools. I probably may not have taken it but my previous principal was driving me nuts. She was driving me batty. When my supervisor came and offered me the three schools in the north area

that was pretty much it. As long as things change cause I am a high change person I don't do well when these people tell me that they have been in the same classroom for twenty-seven years. I couldn't stay in the same classroom at Taft Elementary and I was there for seven year I was constantly moving. In fact, I was going to ask Nancy Mayland if I could move down to second grade for a year just to change. Yes, eventually I will get tired of TAG at which point I will go to the middle school because all my friends who have even gone to middle school say once you go to middle school you will never go back to elementary. One vowed she would never go to middle school went two years ago said she will never come back to elementary ever. I will stay in TAG as long as I am feeling I am doing new stuff which the way the curriculum framework is that allows me to do that. So as long as the flexible mains in TAG I will stay.

Q: What would be your dream job outside the educational field?

A: I would be a writer or special effects with movies. I would like to write fantasy, science fiction, and children's books. I would love to work with technology doing the special effects in movies.

Q: Do you read a lot of research on gifted education?

A: I only read research on gifted education only when I have too. I think UT pretty much killed that for me. I will read gifted and talented magazine and stuff like that when and if I have time. As long as there are people like Nancy Simon and those folks who do the research will share that with us. That just doesn't have any interest to me to be honest.

Q: How are your relationships with other faculty members and the administrators of your school?

A: At Washington Elementary my relationship is fantastic. There is only teacher on staff that I want nothing to do with out of 650 staff members. I will not even be in the same room with her. They have a high percentage of growing good teachers at Washington Elementary. Their turnover rate last year was very low in fact they only had one vacancy because the person retired. There are no vacancies this year in fact they are adding teacher because we are growing. This school the upper grades are extremely hard to get to know because they are very closed. In this school, I function better with the first grade, second grade, and third grade. At Washington Elementary, it is just the opposite I function better with fourth grade and

fifth grade. At Jackson Elementary my one day a week school, they know me has a face and I think that has a lot to do with the time spend in that building. When I am in that building I am with kids and not the staff. They don't have teacher's lounge so I don't eat there. I do eat lunch in the other schools because that gives me opportunity to talk and eat lunch with at least on grade level and I try to change grade levels each year.

As far as administrators, Susan Turner at Washington Elementary is wonderful. I often I said I would teach second grade for her in a regular classroom. We have a very open relationship and I talk to her constantly. Mr. C here is a very unique individual and at Washington Elementary drove me nuts. I feel he wasn't happy there. He is a fixer and likes to go fix things. When he came to Van Buren Elementary there were things that need to be fixed. I have seen a major change in him and he and I work much better here together. Now that I have room right next to his office that opens a whole new thing. At Jackson Elementary, Dr. Morgan is a very hard person to like and very difficult to work with. She has never anything but positive with me but for example that is the reason I am at Jackson Elementary. Her TAG teacher turn over rate has

been incredibility high if you go back and look at it. She has had new personnel almost every year. In fact, Dr. Morgan had made the teacher that was there previously there cry on several occasions. I think it deals with the amount of time you are in the building. If they see you constantly that's a whole different thing and if they don't see like my supervisor said, getting on their scream. For the most part, I have a very good working relationship with all my principals' even Dr. Morgan, which is a shame cause she is leaving this year. She is going to be the superintendent of the archdioceses, which is a major step up. I get negative feedback from teachers. In this program we have to be really careful I believe like in any program there is a lot of dead wood. People can be jumping through all the hoops so to speak but one or two of us doing what we are suppose to be doing that is who we hear about. For example, previous to me coming to all three schools except for Saint Connie of Dorothy. People told me Connie had left here and the new person had come in and said to me, you realize that you are replacing Saint Connie. I said she has been gone for a year and a half Mr. Lions. Mr. Lions said you realize you are replacing Saint Connie. I think for the most part we have a negative

stigma. For example, when the North Knox principals met for budget cuts and polled what they were going to do a way with and told us TAG except for Susan Turner. Susan shared this with me and I told her in all honesty after looking at whom the North Knox schools are compromised of I could see that. When a student is not even looked at and the father teaches here and asked if I would look at his son's scores because I think he qualifies. The son had 98s and 99s almost straight across the board. He didn't want to seem pushy because he is in the system. We went round and round about his daughter and I had to have my supervisor come in and handle that stuff. After that the teacher, asked if I would look at his son's test scores at Clinton Middle and I only know these area of teachers. We have a negative or if they are doing it they are not letting people know. Like my supervisor said, you have to put yourself out there and that's the reason the whole hallway wall is mine. I took down the old board at Washington Elementary when I renovated my room and put up a new 4' X 8' bulletin board. The custodians put up the old boards near the bathrooms because it has very high visibility. There is a facilitator for the magnet schools and we need a facilitator for us. Our supervisor cannot do it all and I

think we need a curriculum generalist for our department who would go and say we could spruce this unit up by trying this. I supervisor cannot do it all not anymore and her interest, in my opinion, seems to be toward the magnet schools especially the dance department. But I think we need a curriculum generalist and I would take the curriculum generalist job in a heartbeat.

Q: Are you in close contact with parents? How?

A: Usually phone calls. I have a problem with parents in that I would actually prefer they stay out of my way. I do talk to the ones I need to. Washington Elementary has assignment notebooks that are a big help but primarily I call and talk to them over the phone or write it down. I even document all phone calls. The problem I have is once you go pass seventy-five students. I tell some of my parents; you need to check with me cause I have a 100 and plus students here. A lot of my parents, to be perfectly honest are happy. What I get are parents, my supervisor mentioned this, that have issues that such as wanting their child to be in the TAG program but they don't qualify. That's the number I get more so than those that want them out or have issues with what I am doing. In parent conferences, once I mention well this is a supplemental

program and perhaps it would be in their best interest that they don't attend anymore. It is amazing how quickly the tone of conversation changes immensely. In a lot of ways, my supervisor pushes this communication talk to her. I just don't have time for that is her reply. Do you want me to teach and have decent units or do you want me to be on the phone or emailing. When we have these issues a group of generalist could come in and actually look at the lesson plans. I know that my supervisor used to look at them because Gail used to complain about the red marks all over hers. I know she to look at them but I am not so sure. Then there is the partner contact and all that garbage. This year Sharon and I are partners and I typed up the parent copy and Sharon said, okay.

Q: Are you accessible to your students in the building?
Do they come to you outside of class time?

A: Yes, I am accessible to the students throughout the day. Many of my students come in during other times of the day to work on projects. I'm also visible during duties that I must before such as: bus duty, cafeteria duty, and hall duty.

Participant 2

(Brenda Wilder)

Q: Could you please tell me a little about your educational background? High School? College? Graduate? Course of study?

A: I went to high school in Memphis, Tennessee. I attended three different colleges for undergraduate: Mississippi State College for Woman for one semester, Memphis State, and lastly graduated from The University of Tennessee, Knoxville (UT) after I got married. I taught for three and half years and took graduate courses from UT and Memphis State and received masters in curriculum and instructions from Tusculum College. Elementary education degrees in the 1970's gave a broad liberal base of information so I feel like I know a lot of things but not a whole lot of anything.

Q: How long have you been in the educational field and in what facets, if any, other than teaching?

A: I did teach reading and title one reading in Memphis. I have done tutoring in a company setting with Sullivan and private tutoring.

Q: Did your elementary school growing up have gifted program? Did you participate?

A: No, we didn't have a gifted program.

Q: Would you have been in the gifted program if your school had one? Why? Why not?

A: I think in terms of my IQ I would have been in the gifted program but by pure grades (straight A's) I don't think I would have been in it.

Q: As a child what were some of your main interests or hobbies?

A: Basically, I am 56 years old and back in those days we didn't play sports. Women were not encouraged to participate in sports as much as they are now. I did however, read a lot.

Q: Would you consider yourself an effective/successful teacher? Why? Why not?

A: Yes, I consider myself an effective/successful teacher because well, everyone wants to be in my tag program in the schools that I am in. Once they are in the program most children want to stay. The children are usually agreeable to completing the tasks and the different projects. I see a lot of the student's progress through the three main years of the gifted program. Each student grows in academic areas as well as others areas; the student's do inquiry a wealth of academic information though. A lot of

kids and the real high gifted kids that I find are in need of socialization and interpersonal areas. I get excited when I see the students progress from not really talking and/or too shy at first change to within a year or two really getting to know their peers excited about being around peers with high abilities. The program itself is effective and I think I am an integral part of the program. I teach first through fifth grades. Normally, I don't mix classes unless I have a low number. Basically, I just pull the whole group from each teacher.

Q: How long have you been teaching in the gifted program?

A: I have been teaching in the Knox County gifted program for 14 years. So far, I have taught within 10 different elementary schools. The elementary schools in terms of socioeconomic status have varied from very low to very high. Lincoln Elementary has a very high socioeconomic status because most of the parents here are professional, mainly doctors and lawyers. I have also been at Kennedy Elementary and at Garfield Elementary. At Garfield Elementary, there are many parents that are students at UT therefore; the population is very transitional. There are some students that would fit in various socioeconomic environments such as a low socioeconomic student placed in

a high socioeconomic setting because of their high abilities. I have tried to mix the students when going on field trips and the outcome was not pleasant because the students want to fight each other. For example, the high socioeconomic students didn't want strangers on their field trip with them. There is a large difference between those students attending high socioeconomic schools because they have been exposed to more activities. I tried explaining the difference between a straight pen and a paper clip, during a unit on magnets, to two different groups of students and they didn't understand the different terminology. The students just didn't understand the little things that we take for granted. So, I do find a difference in what their information is and what they have learned before but in terms of abilities there are children in low socioeconomic environments. However, these children in low socioeconomic environments are hard to find and there is a fewer number to find but they are there.

The students at Lincoln Elementary are more computers savvy because their parents can afford the computers and the school also I-books (laptops) for everyone to use, which one has to schedule to use. However, at Garfield Elementary, the school does have a new beautiful computer

lab, which the students are just now learning how to use the technology.

Q: Did you feel that you were successful immediately when you started working with gifted children?

A: Well, I had five schools that I had to go to each day each week so it was hard actually to overcome many of the obstacles. I felt as if it was very slow at first but as I went along I learned a lot by reading, getting a masters, and receiving advanced training has helped me. I had five schools because back then I was new not because the school population was low or that the program was just starting. There were more instructors back then and they were paid like secretaries to teach. I took the job even though I was a certified teacher because the job market was so scarce as an instructor for my first year. Then I worked as a real certified teacher in terms of pay. My first year, I had five schools and I don't think it got much better for a couple of years. I think now, no one has more than three schools. When I had five schools my supervisor tried to make it closer to home for us, I think. I didn't question it since I was so thankful to be in a teaching situation because I had always wanted to teach.

The selection of kids was by test scores 14 years ago. At one point, they also included science and social studies so it was broader. There may have been more kids in the program 14 years ago, too.

Q: What are some of the subject areas in which you feel confident in teaching?

A: Well, my best subject/topic is science because I know more about science than anything else. I also do real well with process skills of getting the science information out to the students by varying how they receive the information. We focus also on interpersonal skills not that we have a party everyday but I try to make sure that the atmosphere in the classroom is such that it provides acceptance of everyone whether they are not accepted outside of the classroom in the real world. I tend to see a lot of progression of the students and I know I have been instrumental in helping children with their interpersonal skills when they can speak without feeling threatened or say something without being considered a nerd. That is very satisfying to see.

Q: What types of lessons do you teach to your TAG students? Could you give some examples in detail of a typical lesson?

A: Over the years, I have developed several different lessons. As a caveat, if they get in tag in third grade they usually really want to continue in fourth and fifth grades. They expect us to cover physical science such as volcanoes in third grade. In fourth grade, we cover environmental science and we attend camp at Wesley Woods. Of course, in fifth grade we go over space and we go to a challenger center. Those are the three main sciences that we complete. Also, we do a lot of what they want to do for example; there is not a child from first to fifth grade that doesn't want to study animals and that is so broad. I started doing graphic organizing like Max Thompson did so the students go from broad to specific and to get them to think and this seems to be very effective.

Other than science, we do cover Presidents and the coverage of the President's unit usually occurs during election time to help them understand what is going on during that time. I have found successful a poster activity that is displayed out in the hallway called 'Who is this?', which includes presidents, golfers, as well as a picture of myself, etc. This activity caught a lot of attention in terms of the day-to-day tag program. The principal was looking a picture of myself from the fifth grade and thought it was

Anne Frank because of the dark hair and my best friend kept telling them it was Liz Taylor but of course it was not. Everyone had fun with that.

This year I tried to get them to do Presidential books of the twentieth century starting with Roosevelt because they were completing a project on the wax museum of the ninetieth century. They attempted to find something funny about each person for example Taft getting stuck in his bathtub and calling Roosevelt teddy bear, etc. I do try to do a little bit of social studies.

The plants thing (gestures toward some plants in the back of the room) was successful. The kids in fifth grade had to do something besides the normal units. I still have to fill up the year with other units not just the basic units the students are used to completing. I have different fillers.

Q: Do you use a lot of technology in your teaching?

A: Well, no I have not in the past but I am trying to work using more technology. Lynn told us to go back and use the I-Books. I took her at her word and went to the technology person and she said that there was only one slot so I had one class and we work from that point on and it was great

and fun cause we had the whole class and I had never had access because until this year I only had my computer and the kids would only invariable get on it and did not have knowledge of how to even use it. One of the problems was that they kept freezing my cursor and that happened every time someone got on it. I had two old computers but they now have access to the I-Books from then on. So they made space booklets and did a really good job on that project every year. I have to time exactly when I give them the projects because of the other activities going on within the school such as the Invention Convention and some of them have this and that and other. People have stolen my units too.

Q: How do you know when a lesson has been successful with gifted children?

A: I can tell some of the units have been successful because they ask for them again. If they didn't get to do it then they want to do it. As far as actually doing it, the exit ticket program we just learned about something that they love doing and it wouldn't matter if we didn't do anything academically they want me to ask a question when they leave. I cut up pieces of paper and distribute them out to the students that ask one single question about the

unit or the lesson of the day as we have talked about it. As we do evaluations at the end of the year and with all the complications I have had this year, what are the qualifications of a TAG student and that was one of my most recent questions on an exit ticket. How do know if a students' chosen for TAG and I receive quiet a few answers and when they would give me the wrong answers I would just say no and give them back the paper. After that it would be mostly academic questions.

Q: If you were to hire the perfect teacher for gifted children what attributes/qualities would you look for in that person?

A: I would think the person would need to be enthusiastic and that would probably leave me out in the interview if that were one attribute they were looking for.

Knowledgeable about the specific needs of gifted children and I don't think you just need to throw someone just in there with the kids because you lose so much of the year trying to learn about what is going on with the kids. You need to be very strong in management to be able to do this. I cannot think of the word but you need to also to be able to balance and able to get everything done that needs to be done. I don't find it overwhelming but it is definitely a

balancing act that you have to be able to perform before you can actually do a good job and be successfully as a TAG teacher. You can not just send some moron in there that has some type of artistic strength and expect them to be able to care it out and be able to do a good job. You have to have someone that is educated. They should have some formal education in giftedness because they need to be very knowledgeable about testing, although they don't have to have special education degree or 1000 hours but they need some formal education in the areas of: testing, how to read a tests, and be able to communication effectively with administrators and parents on what is going on. They really should know what is going on.

After we are into TAG for a few weeks the kids will ask me if I am smart? I think they want to know if they have been told they are smart thus wanting to know if I am smart. They want to know that I capable of speaking with them on their level and I am speaking of the really high ability kids. I assure them that no one would be letting me teach them if I was not smart.

Q: What are some of your hobbies or interest currently?

A: I am a workaholic and I have many jobs. I have now an eight-year-old child that lives with me and I have no child

support. I am taking care of her, feeding her, clothing her, taking care of our home, and the needs financially that people have thus I have to work a lot. I really don't have a lot of time to go out and play tennis, kiss boys, and doing all that kind of stuff although I wouldn't mind. I have no time for hobbies and dumb stuff.

Q: Do you plan on staying in the gifted area of teaching? Why? Why not?

A: Yes. I don't mind change and quite frankly I don't think you could do this job if you could not function in change. You need some that change will not bother them because you have to switch so many different age groups within the same day, environments, teaching staff, etc. You have to be someone that likes change. My preference would be to always stay with the gifted program and because it is fascinating. Much difference between child A and child Z in the gifted classroom is there is in the broad things of how people are. I like working with kids and especially gifted kids. I love my extra curricular jobs. I can do anything. I can work with people any age six months, two years old, eight years old, etc. I would definitely stay. My daughter favorite comment is that I like someone because they are smart. Well, yes. I do like

stimulating conversation. I don't particular like or real tolerant of people that are just plain dumb. I really appreciate someone having a real good conversation.

Q: What would be your dream job outside the educational field?

A: So far that's the toughest question because my mind has been so entrenched all my life in being a teacher. It is just something I wanted to do especially because in the 1960's you were either a teacher or a nurse. So I wanted to be a teacher but now with everything in retrospect if I were a young woman about to enter a career I would probably go into some type of medical career. It would be something fun to do.

I think there is a lot of knit picky stuff with woman in competition and I would like to see people that are really out there for the kids then for people out there for their own glory or whatever or competing to be the one that does this or wins. I understand that is the really world enough and we are not every going to become a utopia. I would like to see the relationship with my faculty members improved.

Q: Do you read a lot of research on gifted education?

A: I don't get any magazines or anything but I went to training with Paul Torners in Athens, Georgia and did the focused evaluation a couple of years ago as part of my evaluation and part of my teaching, which was over and above. I didn't get paid for it either and I completed a lot of research but that was my choosing. My favorite thing I am focusing on in research is left handiness versus giftedness to see what the correlation is between the two because I can sit down with eight kids and three of them are left handed sometimes.

Q: How are your relationships with other faculty members and the administrators of your school?

A: I have good relationships with both of my administrators. They are very supportive and thankful that they have someone. They want to assure themselves every spring that I am not leaving and they are concerned about what could come through the door. I have some friends but there are people that are very difficult to work with. The area I have difficulty with is trying to get people to do teacher referrals all through the grades although we cut that complete out because of the teachers not referring students that were really qualified for whatever reasons and I still find that problem in second grade. So I have

had heart to heart with Lynn and she has given me a good solution to that problem. I get so frustrated because I have had a lot and everyone isn't on the same page as I am. Everyone is not an advocate of little gifted children. We have the special education people that are pulling their way and we have others pulling their way. There was one woman that planned an activity with people from UT knowing that we were going on a field trip and that she had promised. That was crazy. So I talked with the principal and he and I have a good relationship and the other principal and I have an okay relationship. However, the teachers are very difficult to work with.

Q: Are you in close contact with parents? How?

A: I maintain contact with parents by correspondence mostly beginning and end of the year. I have don't have email addresses. This year I did send out a letter to every second grade child, all 50 that had come through my door to explain how they got into TAG. Also, I send a letter to every third grade parent about the apprenticeship. It's not that I wanted to have great communication but I did have so many problems this year especially the day before we went to Wesley Woods. Parents of students rising into the fourth grade wanted their kids'

want be the program. We have the highest paper used in any school within Knox County. One friend suggested that I needed to send a letter to everyone in the whole school telling them the qualifications the TAG program so that there will be no questions. For example, parents will call the principal and say my daughter has made straight A's all through and why is she not in the TAG program. Well, that's not truth because teachers don't give A's and B's in first and second grades. That's truth number one. So that has been very difficult. The parents that I end up getting a lot of contact with are non-TAG parents. The TAG parents are just happy to speak in the hall but and the non-TAG parents don't speak in the hall after they have made their requests.

Q: Are you accessible to your students in the building?
Do they come to you outside of class time?

A: The students can come see me. The door is unlocked and they do stop by and bring things in my room all the time.

Knox County TAG program has always been ahead of the other programs in regards to training, etc. TAG had a Mission Statement long before Mission Statements were written by anyone including the overall one for the county. Through our supervisor, training was always given to us

first and she brought guest speakers to the whole school system. The need to read excessive amounts of materials outside our training was unnecessary because we were always trained.

The Lincoln Elementary TAG program involves more than just TAG students. We had a school wide chess tournament for the fourth year that has been conducted in the TAG room. Students in third-fifth grades participated and moved in and out of the TAG classroom without a problem doing thirty-minute matches without disruption. Eight-four students participated in five divisions of the double-elimination tournament. Winners were declared and plaques were presented to each winner and to the school.

The TAG teacher at Lincoln Elementary also is the sponsor of the National Current Events League competition, which is open to all fourth and fifth graders. Students win medals and certificates. This is given in the cafeteria and over 100 students participate each year.

The National Geographic Bee has also been conducted through the TAG teacher and it involves any student in the fourth and fifth grades.

Participant 3

(Barbara Hoskins)

Q: Could you please tell me a little about your educational background? High School? College? Graduate? Course of study?

A: My high school was in a suburban setting in Union, New Jersey and nothing outstanding there. I attended college at Adelphi University in Long Island, New York as an art major, which surprises some people. I had no intention of being a teacher at that time and no interest until we moved to Tennessee. I started working for extra money teaching art in pre-school or summer camps anywhere I could obtain jobs. I liked it so much that I Montessori school and that I decided to pursue Montessori certification which I did complete within a couple of years. However, I never actually worked in a Montessori school for more than a half a year as a certificated teacher because I had other job offers. I taught at another pre-school for a couple of years and I knew I wanted to get into public education because of money reasons. The money potential would be better in public education than private pre-schools. So I landed a job a great job as a TAG teacher uncertified with Knox County Schools with all my varied background but after

one year of teaching at three public schools I realized that I really didn't feel qualified teaching gifted and not being a certified teacher. So I took the year of 1995 off and went through the Lynnhurst Program at UT and got at the same time the certification and masters and this took me two years rather than the one-year. That was one of the hardest and challenging things I've had to do but it was the best thing I've ever done with no regrets. As soon as I received the certification, I was planning on becoming a classroom teacher but I found an opening back in the TAG program. I have continued to work as a TAG teacher since 1996 full-time and I've not looked back since. That has been a great pleasure to me.

Q: How long have you been in the educational field and in what facets, if any, other than teaching?

A: I started in late 1980's, 1990, or so teaching pre-school. Prior to teaching, I taught at camps, which I'm not including in the number of years.

Q: Did your elementary school growing up have a gifted program? Did you participate?

A: I don't recall if my school had a gifted program although it was a very good school system in New Jersey. If they did have a gifted program, I really don't think I

would have qualified because I was a little above average student but not exceptional in anyway. So, I don't believe there was a gifted program.

Q: Would you have been in the gifted program if your school had one? Why? Why not?

A: No. I don't think I was a gifted child. I probably couldn't have made the test scores.

Q: As a child what were some of your main interests or hobbies?

A: I don't recall any other interest other than art. I did like sports such as: basketball, skiing, baseball. I was always real active. Not until I was older did I become an avid reader.

Q: Would you consider yourself an effective/successful teacher? Why? Why not?

A: Yes. I think that the things I teach are of interest to the students and I think they are getting something extra that they wouldn't get in the regular classroom.

Q: How long have you been teaching in the gifted program?

A: I have been teaching in the gifted program for about seven years. My first year, I was at Carter Elementary and that was real different although I had background in pre-school it was fine. All the rest has been elementary.

Luckily, I have had a real varied group of schools. The first year I went from Johnson Elementary, Garfield Elementary, and Carter Elementary. Johnson Elementary being an intercity school with mostly African Americans students. Garfield Elementary also an intercity school, which is close to the UT, married graduate student apartments so we had a lot of students international. Then Carter Elementary was a very high-income affluent suburban school. So from there, I have mainly taught in Reagan Elementary which has been my most years in TAG and that is also an affluent suburban school. Usually, if I have to teach at two schools I choose that one of them be intercity school and one school can be anything else. I enjoy teaching the less fortunate students, the more challenged curriculum, and at the more challenging schools because I find it more rewarding. The students appreciate you more sometimes than the affluent students. Yes, I do find a difference between the abilities of the students from the varied income levels. However, in terms of the magnet schools there is a huge gap in education between the schools. And so I cannot teach the same things that I teach in the suburban schools for example, I might do a more challenging lesson in the suburban schools. In the

intercity schools, I might teach the same lesson but unfortunately it might be a little more watered down in some way. I could not require as much research or if I did I would require research, I would not get the same results. We would not go as deep in a topic but they still have the same enthusiasm where I go. If the children are curious about a topic, no matter where you are, they want to learn more on it.

Q: Did you feel that you were successful immediately when you started working with gifted children?

A: I think so and I am not sure why I knew but I think I was successful immediately when I started working with gifted children. I received good feedback from the principals, parents, and the supervisor so I kind of knew I was doing something right.

Q: What are some of the subject areas in which you feel confident in teaching?

A: I think confidence comes when you enjoy a topic and you want to share it. I love teaching social studies and social struggles. I usually always do a unit on different ancient culture each year for example, one year it might be medieval and the next year it might be ancient Egypt. I remember one year we covered ancient Peru. I love science.

I was a naturalist at Ijams Park so I love to get the students to appreciate nature. As an imperator, I use to lead nature trails. So as much as I can I like to get the students outside. The school I'm in now doesn't have anything outside to look at but maybe that could change. At Kennedy Elementary, they had a little nature trail, which I used more than any other teacher and I tend to think that is real important especially for intercity kids because they don't get expose to that such as suburban kids do.

Q: What types of lessons do you teach to your TAG students? Could you give some examples in detail of a typical lesson?

A: Well, one thing I find real rewarding is a lesson called tolerance that I teach each year in a different way. If the students realize that the more they learn people are different and the more that they can get along they will understand other people better. I hope that they realize that from there the world will be a better place if everyone could understand each other better. The students usually do get the big picture eventually but to do that it takes a lot of little lessons put together teaching them how we are alike and different. This year we had a

cultural fair and the students chose a country with their classroom. The students complete research and dressed up as people from each particular country. Their favorite was the foods from the different countries. They have already asked if we could do it again next year. I think they did get something from that lesson.

Q: Do-you use a lot of technology in your teaching?

A: I wish it were different in that I wish I could use more however it is just that I don't have a good excuse. At every school, I always have one really good computer. I know that there are ways to get the students to rally around one computer but it is just not my forte. Well, this year I got my own website and which I will show you in a minute. The website was my way to get the kids online and I think the teachers appreciated because a lot of them do have computers at home. I would give them my website <http://www.myschoolonlinetngreentag> and scrap paper and they would bring to the regular classroom. I told them they needed to get on the website as much as they could and I had incentives if they answered a certain question. They could get a prize and this is how knew they had gotten on the website. It's hard because some teachers computers were not cooperating, they couldn't log on that day, etc.

but this process helped them learn how to log on. We would send each other email. So I taught them how email me and they liked that. So that is one thing I have improved on.

Q: How do you know when a lesson has been successful with gifted children?

A: Well, the survey that we do rates the lessons on a scale and one being most favorite. That is one thing I do look at but usually it is predictable. They tend to like the splashy and anything hands on if it is not hands on they don't like it. They usually don't care for the future problem solving but we do it anyway and I wish there was a way for them to like it more but they are not crazy about it. I am notorious from breaking in guest speakers and the students always like the programs that we bring in. For example, we had Bob Germeck do a folk dance day here and Mr. Germeck team-taught the folk dancing with the gym teacher. I worked in together with the music and gym teachers this year to kick off the culture fair and that was a big success. Also, I hired a storyteller to come in. So I know for sure those are successful because when they come back they tell me and that is one way of knowing. Sometimes you really don't know if they are successful.

Q: If you were to hire the perfect teacher for gifted

children what attributes/qualities would you look for in that person?

A: That is a hard question but one thing I realize working with gifted children and this is truly gifted they are a little more sensitive than a child that is not gifted.

That means they are more emotional and sometimes you have to walk around eggshells to figure out what the problem is by working more closely with the support staff. I know a lot kids have to talk with guidance counselor to get them to find out what was wrong and a lot of times if they have a family problem that effects them more than other students. A good gifted teacher needs to be aware of that is not just a simple lesson you teach in a year and your gone for the day a lot of students you take home their problems with us helps us be more sensitive to their needs.

I don't a requirement for teachers to hold the certification but I think some people are natural gifted teachers. I'm not going to mention names but I think students that might have went through the gifted program when growing up are gifted and I think they are more sensitive to other kids. Also if you were an anyway different either looks, if you were super intelligent, and/or you were ostracized you can relate to those kids.

Now they are coming to the classroom and I think they make good teachers and you don't need an education to do that.

A TAG teacher's most important quality is recognizing that homogeneous grouping works. Gifted students need to be together. Sometimes that's the only place they can be themselves.

Q: What are some of your hobbies or interest currently?

A: Yes, now I love be outside. I like sports such as: paddling, kayaking, skiing, and biking. I just found gardening and I just love it and that is my passion right now because I have a huge yard and I enjoy kind of like therapy. Next year because they have a greenhouse at the school and they wanted me to work on it this year but I didn't get to but I am hope to get my love of gardening into the students. One thing, I cannot figure out is we have eight students and one plant to plant; what do you do with all the other kids? It's hard to kept everyone busy work on a greenhouse and that a challenge. Also to find the research and to fill all the requirements that we have to do in each lesson, I have not figured that out yet.

Q: Do you plan on staying in the gifted area of teaching?

Why? Why not?

A: I will probably stay within this area more because I cannot think of anything else as rewarding. If I did have a job I would take it there is nothing else that suits my needs and I don't think I could be a regular classroom teacher and I am just not cut out for it. I'm not organized or talented enough to be a classroom teacher you really have to be a saint.

Q: What would be your dream job outside the educational field?

A: There are two types of jobs: ones that you make money and ones that you don't make money. If money wasn't needed, I would like to teach homeless children or a teaching job in another country. I have some many teaching materials that I need to use more. I would be a yoga teacher. That is what gives me pleasure. I've been taking classes for 20 plus years and would like to train some day so I could teach yoga for kids.

Q: Do you read a lot of research on gifted education?

A: No I haven't read a lot of research on gifted education. I did for however for the classes towards my masters, of course, and the gifted certification but not on my own.

Q: How are your relationships with other faculty members and the administrators of your school?

A: I think that is one assets that I have I do work well with other faculty members but sometimes every school you get teachers that don't get to know you personally but don't like you because of different reasons of the job. They don't like the TAG program maybe or they don't like you but I try to ignore and stay focused on the job not to get involved with politics or anything personal on the job. I have formed a lot of friendships with the faculty over the years at different schools and I have never had a problem with the administration that I know of.

Q: Are you in close contact with parents? How?

A: Well, at Reagan Elementary where I taught for like six years I had the most active parents there. Many of the moms didn't work and I had a great earth wag committee of parents. I have kept up the friendship with some of those Yana Linberg and we traveled to Finland together and she parent of my student. Another family the naywall's, I taught their daughter Paula and they moved back to Holland and I've visited them in Holland. They were here just about a month ago in the United States and I hostesses

them. So I try to kept friendships of parents of students and they are usually really great asset.

I do see the parents at open house, parent teacher association (pta), etc. At the beginning of the year, I do ask for volunteers for something like I was in charge of the chess club and that is one thing I am real proud of every school the last few years I have started chess clubs. This year I have a chess club and two dads' come every Friday to help. My relationship with the parents usually has to do with them volunteering for something for the TAG students.

Q: Are you accessible to your students in the building? Do they come to you outside of class time?

A: Not a lot of students come to me outside of class time but some do. I'm new to this school so I am hope next year to build on that. I suppose I would fall into the middle range more than some teachers and less than others.

Participant 4

(Dorothy Hensley)

Q: Could you please tell me a little about your educational background? High School? College? Graduate? Course of study?

A: I was raised in a suburban of Chicago, Illinois. I was a student at Eleanor and Wesley University and an Eleanor State Scholar there. I completed my bachelors in elementary education with thirty hours in music; music was my original major at first. I have a master's degree from The University of Tennessee, Knoxville (UT) in United States History. In addition, I am certified in special education and I have received masters plus forty-five. I now have my educational specialist's degree in administration. So I am highly educated.

Q: How long have you been in the educational field and in what facets, if any, other than teaching?

A: I have been teaching for twenty-six years. I have taught in a fundamental classroom. I substitute taught for a year because I had a masters with no job. I have spent most of my time teaching with the middle school and high school but I do have elementary background. I have also taught adults in bread baking and things like that. So I have done some things on the side with adults. When I was an assistant I did teaching of college kids. So I have taught the gamut. I teach predominantly math now at Adams Elementary.

Q: Did your elementary school growing up have gifted program? Did you participate?

A: Basically, they did testing like IQ test to check achievement level. They called it swatch and it's quite similar to Knox County's TAG program because of the swatches of kids that moved on ahead, we were accelerated, so that by middle school you were a good year ahead in math and they segregated you into a honors class. Basically, dealt with age group you were with and your courses were different from other students.

Q: Would you have been in the gifted program if your school had one? Why? Why not?

A: I was in gifted classes and an honors program all through high school. Basically, I had almost a year of college completed by the time I finished high school.

Q: As a child what were some of your main interests or hobbies?

A: I was very musical, artistic, and I swam competitively as a child. So I liked a lot of different things as I always have. I cook, sew, and play the piano. I have done art and I was a scholastic award art painter in high school. So it was one of those things I kind of one of

those kids who did everything well. My brother wished I had never been his sister.

Q: Would you consider yourself an effective/successful teacher? Why? Why not?

A: I have always enjoyed teaching even as a kid I had a birth defect that didn't allow me run and jump that's also why I swam so I didn't go out for recess. In elementary school, I worked with the kids that didn't speak English helping them speak English so I have always kind of wanted to be a teacher. It has just been as natural as breathing to me. So I am an effective teacher but it is a gift too.

Q: How long have you been teaching in the gifted program?

A: I have been with gifted all but of eight years. It has been in Knox County and I was with Knoxville City that is before I joined with the county. I taught at Nixon Elementary for my classroom experience so out of twenty-four children I had huge population of kids that would be considered gifted as well. So basically, I have dealt with the majority of my time with the upper end academic. The magnet school is within its eleventh year. Basically, it started gelling about the fifth year.

Q: Did you feel that you were successful immediately when you started working with gifted children?

A: I was kind of on the same wavelength with them. I had to work harder to be successful with children that did get something real fast. I know especially like when I taught long division I had to kind of go back and go through the root aments of long division to teach it step like and then you had this group that could do it in their head. I found it is harder to modify to work with kids who needed more input than the kids that needed enrichment. I didn't have problems really with either but I felt more successful with my high kids because I kind of knew where they were coming from than some of my lower kids.

Q: What are some of the subject areas in which you feel confident in teaching?

A: I do the straight math curriculum and we move a little faster. I still use the math Olympia program that it is a problem-solving program. With that we also do tessellations, origami, and various mathematical problems solving things. In fact, we solve tons of puzzles and others things they work with so we look at math in a lot of different ways also from the arts and music standpoint. Basically, if you like music mathematically so occasionally we sit down and write music. Believe me anyone can write

music mathematically and it sounds totally bizarre but they do a good job.

Q: What types of lessons do you teach to your TAG students? Could you give some examples in detail of a typical lesson?

A: In the magnet school, basically I was one of the people that helped put it together so curriculum wise it is my curriculum because I was working with our teachers and we have created a social studies basis curriculum for elementary school. Our kindergarten is studying families around the world. Our first grade looks more at community issues. Our second grade uses children literature to go continental around the world and study various areas. Third grade actually studies how civilization are put together from the science end that you have food near a river and you don't but your house in a desert and you put it where you can grow something. From that stand point we put together the Constitution and things like that for their areas it's called the third world. Then our fourth grade looks at ancient civilizations and pre America but now since they have moved half of America History in fourth grade that is going to shift. In our fifth grade is based on United States History. So it is a social studies model

used for grouping these children we, basically, teach not in textbooks like for reading we basically use straight books. It's a little different and that what I have done mainly at Adams Elementary. Before that I taught, at one time I had eight schools. This was when the city did it only with special education so you had a caseload that really took a quadrant of the city. Basically, I had two middle schools and their entire feeder elementary schools. It's Tuesday, where am I? It was more that type of thing. We only met with people that I teach. I probably in those eleven schools had a total of 150 kids and you would pull them in groups like middle school I met with six, seventh, and eight graders all of them and sometimes I would pull a few others in just to have a decent size group because gifted is not something parents have their children tested for it's not as crucial I don't think to get the job done so I work with these kids like that. We did a lot of times middle school we looked at topics and chose topics to study because the individual education plan's (IEP) for most part the academic ones were done by the teachers so we did extension and they chose topics to work on. Then when I got with the TAG program I went down to only three schools but I had different schools and we did some different

things but again I like kids input in what we study so it could from year to year. One of the things, one that we did in the projects, we didn't do it relate it to a topic we chose a learning we wanted to do and then we had independent project there so I may have one student who chose to do something like take all his baseball cards and actually put them together and how much they were worth and set it up. Another child who was interested in the solar system did model and this type thing. Another kid was into horse type thing and went into studying veterinary horse medicine. So it was just like what they wanted to learn and I helped them learn it and that was our independent projects, which were neat because all the kids got what they wanted. Sometimes that brings parent trouble because the parents didn't think their child wanted to do that but we hung in there. For those kids, it was really researching something they wanted to research not something someone picked out and from most of them from hearing from them later it helped in researching anything they went on to do.

Q: Do you use a lot of technology in your teaching?

A: In Adams Elementary, as you can see I don't have a lot of technology and I don't have the kids very often but they

kids have access to technology such they need it. Our library is an open library and has computers in there. Each classroom has computers and we also have mobile labs so they do have access to that type of thing. Most of my kids are like computer able some more able than others but again what we do is more math related they use research and things they learn in the class which important to those types of kids.

Q: How do you know when a lesson has been successful with gifted children?

A: The kids are interested and they want more. I can tell when they want more and that they are indeed learning. Sometimes you see the kids later in the day and they'll tell you something about the topic you were covering in class earlier. That's when you know that you were successful.

Q: If you were to hire the perfect teacher for gifted children what attributes/qualities would you look for in that person?

A: I look for curiosity, ability to take risk, willingness to take risks, and natural talent with kids. In a way you almost look for a quality that is kids like within themselves cause it works a lot better. Also I think other

I look for sense of humor because if the teachers realize that many times their kids know more than they do so you need to have a sense of humor. If you make a mistake you need to be able to chuckle about it also because they are children who are devastated by making a mistake and to see an adult model proper mistake behavior is better for them. If you get upset about making mistakes than yes you need to stress on that. So I look for that in a person. I also look for a mix education on people because the more things you are interested in the more you have to offer to the kids because in teaching gifted you are not dealing with basic skills you are dealing ways of getting to other things so you have made an interest you have also sought out ways to learn other things. I guess gifted teachers more than anything teach kids how they find what they need to find more than actually teaching them knowledge. I have hired all the teachers here at Adams Elementary. It's a committee that a number of people, my supervisor, and myself are on. I can speak right to the person.

Q: What are some of your hobbies or interest currently?

A: I would have time I had to pursue them that's all.

Basically, one of the reasons I like teaching gifted is that I can pursue my interests with kids and improve what I

know working with them so that is one of the neat things about it. For the most part, I still enjoy art and musical stuff. My son is twenty now for a while I dealt with being mommy to a interesting child. I am an avid reader; I really like mysteries and read it a lot.

Q: Do you plan on staying in the gifted area of teaching? Why? -Why not?

A: I am looking in administration, which in essence you work with all kinds of kids. But I'm looking to go into that field in probably either as a principal or working in supervision. Magnet schools are wonderful places they are they become your normal and I've been in regular schools so I know what regular schools are like and they don't have some of the things magnet schools have. I could take either because kids are still there.

In some ways, magnet schools need met needs that every school could meet if they could have someone to meet those needs. I am total special education certified so I do know the whole realm of the special education issues and have a real interested in the gifted education. Gifted many times they are kept to a below average level because of their handicap does not real allow for them to get beyond so. I think I am at a point I think I would like to work with all

children but I don't think gifted education should be bar from our low children cause higher order thinking at a lower level is still high thinking abilities.

Q: What would be your dream job outside the educational field?

A: I would like to be the educational person at a museum or historic site and work out educational programs for young people because a lot of kids that just kind of go through them and that is sad. Kids need to experience. A lot of the things we do in TAG, like the challenger, they can do it and it starts making sense but if you just walk through and look at it and it's like that's nice. I think that would be a dream job to set up the educational programs.

Q: Do you read a lot of research on gifted education?

A: But I also keep up in the field and I do a lot of reading when it comes new things involves with the arts. I collect numbered books related to various leadership; in to people; and that type of thing. Also, I get some educational journals that keep me up in the literature in general but I really think that is necessary to bring research and other things that is coming out now you really

need to keep up with what worked ten years ago is not what we see.

Q: How are your relationships with other faculty members and the administrators of your school?

A: At this point, the relationships are really^{*} good but one of the interesting things when we first came here as a magnet-school first of all there was a feeling among the regular staff, magnet teachers, because of the kids they dealt with were special they kind of resented them. It took a long time to kind of realize oh your kids at times are bad too. Your kids may be able to read but can be little stinkers. They had a vision of what gifted kids were like that I think teachers that work with children on the low socioeconomic and pro-academic scale probably have a vision of what perfect gifted child are like. They are unique individuals but it does take awhile to realize that we are all in the same boat even though we were doing different things. I think the classroom teachers ask about things especially if they want to do something really different than what the textbook would say to do. I think there is a lot more sharing among the magnet and non-magnet teachers in what certain things can you do. In fifth grade this year, when they did the civil war unit they did

interact with one of the other fifth grade teachers and her class. They each did academically different things but they could all do the writing of the letters and dividing up into teams. It was really beneficial for both groups that you had enough people to could read and stuff.

Q: Are you in close contact with parents? How?

A: I am the parent contact for the magnet school. If there is a problem, I know about it. If any of the kids do require special education I am part of their m-teams. Also I am responsible for making sure things are met which means I get some interesting ideas of what parents think their kids need. We work it out in a way I also act as an intimidator between the parent and child in terms of what the parent expects from the child and what the parent really wants. That is a role I do sometimes when parents say well and we can buckle them together. He called doesn't like that and I think sometimes of a parent of a really bright child to step back and say this is my child but it is their life. That is probably the hardest because it's the diamond in the rough. That is the role I do with parents. They come in and say my kid is doing this at home, what is going on? Sometimes you can help them see

that they are not a bad parent and that they are just going through this at this time.

Q: Are you accessible to your students in the building?

Do they come to you outside of class time?

A: Because of my position at Adams Elementary as a magnet facilitator I also do all the scheduling and teach the fourth and fifth grades true special area courses. I go in and proctor test, take an extra class over, check out books for gifted from the library, and taught a set of the special area courses so basically I am always a part of the school even though I am more administration.

I think it is a degree of exposure to the world as to the world they are exposed too. Teaching in a suburban setting is show of wealth and they have been to other places; many times other countries; they have been to the art museum; and they have been everywhere there is not the same needs that an intercity setting has. Basically, when you expose them to a country it is strictly whatever you expose them too. They can first see a video on they have never been there. Many have never met anyone from another country. However their life experiences are very interesting too it is a little more street but they really have giftedness they both have it. It is just very

different, one is very usually measured on tests and the others are just amazing on their survival ability. These kids are a lot of fun. Basically, one of the nice things about intercity kids because you can do anything because it's all new while it's a jaded crowd like at Coolidge Elementary you would understand the feeling of "I've already done this". Also they bring a different perspective when we go to criminal court to the juvenile facility a few of kids were on speaking terms with the guards there because they had older siblings who had been in juvenile. So they are just exciting to work with and it is just different. It sounds like they are younger that way.

Literally, academically Adams Elementary has every form of education here in Knoxville from least restricted environment (LRE) to gifted. We have about an eight-six percent free reduced lunch at Adams Elementary. We are a title one school and our population is the poorest population in Knox County in terms of actual money. We have people that really are not making a living wage that are working; we also have middle school; and we have very wealth people. We have it all here. For academics there are in their own classroom but for all the arts and

everything they are mixed with everybody else. They are also mixed in the cafeteria. They are with everybody else as well it took awhile to become apart to become one school but over time it does. They realize maybe the kids are a little different in some ways but in everyway the main kids realize these kids are little different. It is very interesting, we had a school dance and it was very interesting. It was kind of like middle class meets lower. Because we have the arts here most of the kids here are willing to jump in and try it anyway which is interesting situation. We are about fifty-fifty black to white, which in Knox County is considered racially identifiable but a statistics standpoint it is a very pleasant mix. We probably if they went through have the most biracial group of people here too. We have very different types of people here and like I said many biracial families are here. One of the things, arts makes a difference here and that is where they meet which is common ground talent is more equally distributed than academic ability and it is not so socioeconomic placed but our kids dance from kindergarten on, have their physical education, instrumental music, and art. It is an interesting mix.

Participant 5

(Vicki Wilson)

Q: Could you please tell me a little about your educational background? High School? College? Graduate? Course of study?

A: I went to Warren County Senior High School in McMinnville, Tennessee. I attended college at Tennessee Tech in Cookeville, Tennessee and my degree is in elementary education. I came home to Knoxville and started working on my masters in general reading education.

Q: How long have you been in the educational field and in what facets, if any, other than teaching?

A: I've been in the educational field for twenty-six years all of that elementary or gifted. I have only been in gifted for six or seven years. The first twelve to thirteen years I taught in Anderson County at Norwood Elementary in Oliver Springs. I was also at Claxton on Clinton Highway for a couple of years too.

Q: Did your elementary school growing up have a gifted program? Did you participate?

A: No, tag was something we played on the playground. No, I would not have been in the gifted program because I think I really struggled in reading as a kid. I can remember

those controlled readers and I hated them because they would set them on a speed that I could never keep up with. They would also flash across the board and if you didn't finish the end of the sentence it just turned off and went to the next sentence. The controlled readers turned people against reading.

Q: Would you have been in the gifted program if your school had one? Why? Why not?

A: No, they didn't have a gifted program that I am aware of.

Q: As a child what were some of your main interests or hobbies?

A: I was actually a baton twirler and that was life. I spent every weekend in competitions by twirling. Then in high school I was a basketball player. I have also had a pretty strong passion for things. At the time I was pretty lucky in basketball our team went to the state championship twice, my junior and senior year, and lost by one point both times. It was cool to have that team work experience because after spending so many years on the individual competitive level; I really loved the team aspect. Some of members from that team are still my best friends. I used to teach baton when I first came to Knoxville but it was so

obviously compulsive because parents don't let you go. We would have competitions every weekend and the kids were good but I was teaching two and three nights a week. I really thought I was going to pop a blood vessel just from exhaustion and that was when I was living in Anderson County. When I moved to Knox County I never told anybody that I had that background because if they think you are good at it they don't let you go. I really hated reading as a child but I have become a reader as an adult. I was good in math cause I talked too much in class and every time you talked too much in class you had to do page of math problems. So I was great in math.

Q: Would you consider yourself an effective/successful teacher? Why? Why not?

A: Well, sometimes but I think we do something's that are good but as for taking them as far as they need to go I am average in that respect. I think the classes we do that the kids in enjoy them and do learn but as far as really inspiring those kids to go as far as they can in that respect I am average. I don't want the program to tell me what to do.

The physical space I really took for granted until I taught at Nixon Elementary and I thought you could pretty much teach anywhere but I don't think you can. The teachers were wonderful about trying to keep everybody quite but every time people would walk down the hall those little heads would just turn. If I would have been out in the hall I would have some how managed to transferred or I would have quit.

Q: How long have you been teaching in the gifted program?

A: I have been teaching in the gifted program for seven years. The first year I was at Madison Elementary and Pierce Middle. Then I went to Nixon Elementary and Madison Elementary. At Pierce, I loved the kids but the teachers I worked with mortified me to think that we had teachers that bad. Cause I had to go into their classroom, which that was not as bad as being in the hall at Nixon Elementary. The teachers were so territorial that if you touched the stuff on the desk they would eat your face. The couple of weeks before I started I had never taught in middle school so I went around sat in teachers classes to observe and what I saw scared me to death. They were awful to those kids but they are good kids.

Q: Did you feel that you were successful immediately when you started working with gifted children?

A: Almost every child that came was hungry to learn. One of the things that I really liked about gifted is that the discipline problems are minimal. You can count discipline problems probably on one hand because one of the reasons they are so bright is because they want to learn. The class sizes were smaller and they would come in anxious to learn. I thought I had died and gone to heaven.

Q: What are some of the subject areas in which you feel confident in teaching?

A: Science and math are subject areas that I feel confident in teaching. I really try to have a balance of every other things but it is always easier to fall back on science and math because a lot of the kids are high in those subjects. I also find science and math easier.

Q: What types of lessons do you teach to your TAG students? Could you give some examples in detail of a typical lesson?

A: I do units of study. I try to go through and look at the TCAP scores and see where the kids seem to be low like in third grade lots of third grade teachers don't get to the geometry and measure therefore, the scores are lower.

So I developed a unit called do you measure up? We do the frog Olympics in that unit and they measure in centimeters, decimeters, and meters and lastly it's fun. I feel like the one thing that I can do is take something mundane and make it fun. That's is what I have tried to do with each unit. Lot of kids have trouble understanding in science the concept of pressure, what makes a cloud, how does it happen, what is the difference in air pressure, etc. so that is what we do the big weather unit in the fourth grade. In fifth grade, on of my favorite things is bringing in the health aspects because I know they are getting ready to go to middle school. We do a big unit on smoking, drinking, saturated fats, and unsaturated fats which the kids get to try on the drunk goggles and they have to figure a elapse time to see how long it take to get the alcohol out of the blood. I bring in the fat rack and we talk about good choices. I love it when we catch the kids on this; I bring in a regular size candy bar with fourteen grams of fat and a king size candy bar with eight grams of fat how can that be? Well, most kids don't think about the serving as one third of the candy bar. Some there is twenty-four grams of fat in the king size candy bar. We do a project in the third grade called the way

things work; I tell the parents if you do something in your job that you want your child to understand this is a perfect assignment to teach your child what you do. The kids have done them on how a toilet works, angioplasties, surgeon, and etc. I try to do one big project a every year. The next year they do an independent study project were they chose a topic and research, present findings, and create a visual. The last year they do trip and world. They have to go and find a country and a landmark with the country. They prepare a visual on that landmark and they present as a person from that country and tell about the country. I only see second graders the last half of the year. With the numbers at the schools there would not be enough time to get all those in.

Q: Do you use a lot of technology in your teaching?

A: I use technology a lot in my teaching. I've have tried to make it a progress thing in third grade they do student writing center which is icon oriented which they learn how to copy, paste, change the font, size, color, etc. and in fourth grade, they move to Microsoft word, print master, learn how to import/export clipart; and. They complete the templates that I have designed and were evaluated on the skills learned at the end of the unit. I am fortunate that

I have sixteen computers at Madison Elementary. At Nixon Elementary, I have thirteen computers. I received every one of the computers by grants from people how donated their old computers with the exception of one. I received \$500.00 and the principal gave me the other \$700.00 to buy that computer and that is the only money that has been given to me.

Q: How do you know when a lesson has been successful with gifted children?

A: Well, there is a couple of things I do such as: what did you do in TAG today letter so that the parents will be asking them questions about the topic. I will hear from parents that their student was so excited over the red, white blood cells, and plates this week which tells me that they must answer though questions very well. This also allows me to know that the parents are reinforcing what we are doing in the classroom. If the parents ask, did you send me something? Well then the parents are not checking the papers. I hear from parents and that is a real good thing. You can just tell when the kids are just turned on and they don't want to leave.

Q: If you were to hire the perfect teacher for gifted children what attributes/qualities would you look for in that person?

A: I think somebody that's got high energy some people that seat in the meets inattentive. I could never hire a person that did that. Or the people that are unwilling especially in TAG to learn about technology. Some people have the mentally don't know anything about technology and don't want to know. How can you work with gifted when the world is so technologically advanced and you are continuing to be ignorant and you want to teach gifted? That's why the idea of going back to get the administrative supervision certificate scares me to death because I am afraid I would pop a blood vessel over people that are lazy.

Q: What are some of your hobbies or interest currently?

A: One thing that my whole family likes to do is snow ski. I like to walk cause I am use to being athletic and I use to run.

Q: Do you plan on staying in the gifted area of teaching? Why? Why not?

A: I think at this point because I only have four more years until I can retire so I think I will work for the

work years. My plan now is to retire in four years and maybe go to a private school just because two checks are better than one.

Q: What would be your dream job outside the educational field?

A: I would like to teach junior college. I would love to teach people that are going into education.

Q: Do you read a lot of research on gifted education?

A: No, I don't read a lot of research on gifted education unless I have to. It kind of goes back thing about reading as a kid. I read cause I like to read.

Q: How are your relationships with other faculty members and the administrators of your school?

A: I love Madison Elementary the faculty and administrators are outstanding. The principal at Madison Elementary Vick Anders is coming back as principal she took off last year because of surgery. I think she walks on water and I would do anything. She has a way of allowing you to be your very best and I would do anything for her and I also think she would anything for us. The people that I work with at Madison Elementary I just love them. At Nixon Elementary, I never really felt as apart of the

staff there. It's a positive working relationship but I feel that I am just a part-time adjunct.

Q: Are you in close contact with parents? How?

A: I am in close contact with the parents a lot. They don't necessarily call me a lot. We have a website too and so I get emails. They are pretty respectful about not killing with it. Yes, I have enough contact with the parents. The parents will email or call to ask me a question just enough to make me feel like I am in close contact with eighty percent of them.

Q: Are you accessible to your students in the building? Do they come to you outside of class time?

A: Yes, I have a lot just because I have always been a safety patrol person but I'm giving that up next year. You leave but life goes on.

Rubrics

Rubric

Gary Browning

Knowledge of Content

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught; creates learning experiences to make them meaningful to students.

Demonstrated Characteristics	Rarely /Never	Sometimes	Average	Frequently	Always
A. Possesses Content Knowledge	Inaccurate or incomplete content knowledge, little or no effort to expand	Minimal knowledge, strives for basic content knowledge competence	Basic content knowledge, seeks out additional information	Advanced content knowledge, seeks out additional information	Extensive content knowledge, seeks out additional information
B. Integrate Knowledge into Instructional Objectives	Unable to use objectives in the development of a lesson	Attempts to use objectives in the development of a lesson	Uses objectives to develop an effective lesson	Presents lesson objectives and strives to make them meaningful to students	<u>X</u> Presents meaningful instructional objectives and continually reinforces them
C. Utilizes Teaching Resources	Ineffective use of manuals, texts, curriculum guides	Minimal use of teachers' manuals, texts, curriculum guides	Effective use of teachers' manuals, texts, curriculum guides	<u>X</u> Supplements manuals, texts, curriculum guides	Extensive expansion of subject matter beyond manuals, texts, curriculum guides as resources
D. Extends Content Knowledge	Limited effort in class preparation	<u>X</u> Minimal effort in class preparation	Strives to be current in class preparation	Strives to be current in class and researches special topics in depth	Consistently current in class preparation and background research

X

Knowledge of Learners and Learning Process
The teacher understands how children learn and differ in their approaches to learning; provides learning opportunities that support their development.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Meets Individual Pupil Needs	No interest, skill, or ability in ascertaining needs of pupils	Minimal interest, skill, or ability in ascertaining pupil needs	Basic attention to needs of pupils	Frequent attention to needs of pupils	Consistent attention to needs of all pupils
B. Provides for Varied Learning Styles	No provision for varied learning styles	Minimal provision for varied learning styles	X Basic provision for varied learning styles	Frequent provision for varied learning styles	Consistent provision for varied learning styles
C. Applies Learning Theories	No or inaccurate application of theories	Minimal application of theories	X Basic application of theories	Frequent application of theories	Consistent application of theories
D. Provides for Multiple Levels of Thinking and Concept-Utilization	No provision for multiple levels of thinking or conceptualization	Minimal provision for multiple levels of thinking or conceptualization	X Basic provision for multiple levels of thinking and conceptualization	Frequent provision for multiple levels of thinking and conceptualization	Consistent provision for multiple levels of thinking and conceptualization

X

Instructional Planning
The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
-------------------------------------	---------------------	------------------	----------------	-------------------	---------------

A. Plans in Advance	No short or long-range planning	Minimal short or long-range planning	Basic short and long-range planning	Well-developed short and long-range planning
B. Prepares High Quality Lesson Plans	Unclear purpose, organization, and detail	Sketchy purpose, organization, and detail	Clear purpose and organization, sufficient detail	Clear purpose, organization, detail, flexibility: provides for individuality
C. Incorporates and meets deadlines	Does not meet planning or preparation deadlines	Inconsistent in meeting, planning and preparation deadlines	Usually meets planning and preparation deadlines	Consistently exceeds planning and preparation deadlines
D. Demonstrates Independence and Initiative	Relies on TAG partner to plan	Needs frequent input from TAG partner to plan	Plans many lessons independently	Consistently plans independently, shares drafted plans with TAG partner for feedback
E. Acquires and Organizes Materials	Has difficulty acquiring and organizing materials	Needs assistance to acquire or organize materials	Is able to acquire and organize prepared materials	Consistently supplements prepared materials and organizes well

Use of Instructional Strategies
The teacher understands and uses a variety of instructional strategies.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
------------------------------	--------------	-----------	---------	------------	--------

A. Possesses Content Delivery Skills	Unable to present content in an effective manner	Strives to present content clearly	Presents clearly; attempts to make content relevant to students	Attempts to deliver content in a manner that facilitates active learning	Delivers content in a manner that facilitates active learning
B. Implements Course Goals and Objectives	Goals and objectives unclear or inappropriate	Works to use pre-established objectives when setting goals	Makes good use of objectives in accompanying materials when setting goals	X Works to evaluate achievement based on course goals and objectives	Evaluates achievement based on course goals and objectives
C. Uses Introductory, Transitional, and Concluding Statements	Uses transition statements which are inconsistent and ineffective	Uses transition statements which are usually consistent, but appear mechanical	X Understands and attempts to use transition statements which are relevant to learning and move the lesson fluently	Understands and generally evidences use of fluent, relevant transition statements	Use of transition statements is fluent, relevant to learning, and appears natural
D. Provides for Student Participation and Response	Does not plan for or effectively use pupil participation and response	Shows some effort to encourage participation and response	X Attempts to elicit maximum participation and response	Works to encourage participation and response by all students	Constructs and manages an environment which provides for maximum student participation and response
E. Paces Instruction	Ineffective pacing	Shows some effort to pace instruction effectively	Sometimes paces instruction effectively	Often paces instruction effectively	X Consistently paces instruction effectively
F. Responds to Students	Often ignores students or responds inappropriately	Shows some effort to respond promptly and appropriately	X Sometimes prompt and always appropriate in responding to students	Always prompt and appropriate in responding to students	Always prompt and appropriate in responding to students; anticipates questions and

needs.

G. Implements Varied Questioning Techniques	Does not demonstrate varied basic questioning techniques	Works to demonstrate varied basic questioning techniques	Demonstrates varied, basic questioning techniques	<u>X</u> Beginning to demonstrate, varied, advanced questioning techniques	Consistently demonstrates varied, advanced questioning techniques
	H. Adapts Teaching Style to Pupil Needs	Rarely adapts or relies on one style	Working to develop teaching style(s)	<u>X</u> Well-developed teaching style: is working to adjust to student needs	Well-developed teaching style, Consistently adjusts to student needs

X

The Learning Environment and Classroom Management
The teacher creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Implements Diverse Classroom Management Strategies	Unable to maintain adequate classroom management	Beginning to work toward effective management strategies	Sometimes applies effective classroom management	Usually maintains effective classroom management using diverse strategies	Consistently implements classroom management techniques to stimulate learning environment

X

B. Handles Discipline Problems	Is unsuccessful in resolving discipline problems	Is beginning to recognize when appropriate disciplinary techniques are needed	Implements appropriate disciplinary techniques which produce desired results	Recognizes emerging discipline problems and implements effective, appropriate disciplinary techniques	Anticipates discipline problems; preventively implements effective, appropriate disciplinary techniques
C. Establishes expectations and holds students accountable	Rarely establishes expectations or holds students accountable	Recognizes the need for expectations and holds students accountable	Sets standards and strives to consistently hold students accountable for their work and behavior	Consistent and clear in establishing expectations and holding students accountable for their work and behavior	Consistent and clear in establishing and monitoring expectations and student accountability
D. Implements Fairness and Equity	Shows bias or uses statements that result in unfairness	Recognizes need to be unbiased	Takes an unbiased approach to classroom interactions	Effectively models and is beginning to develop awareness of student bias in classroom interactions	Effectively models and encourages students to exhibit fairness and equity in classroom
E. Implements a Sound Classroom Climate	Not yet able to implement a sound classroom climate	Recognizes elements of sound classroom climate and is beginning to implement them	Maintains a positive classroom climate; few instances of negativism	Maintains a consistently positive classroom climate	Facilitates student's desire to maintain a sound classroom climate
Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always

Use of Communication Strategies
The teacher uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

A. Oral Communication Skills	Weak, monotonous or unexpressive voice	Working to develop oral communication skills	Pleasant, well modulated voice, adequate projection	Working to effectively vary vocal cues, rate, volume, enunciation	Effectively varies vocal cues, rate, volume, enunciation
B. Written Communication Skills	Disorganized or problems with spelling, grammar, mechanics	Working toward basic competence in organization, spelling, grammar, and/or mechanics	Organized: proofs carefully to correct most spelling, grammar, and mechanics	Organized: accurate with spelling, grammar, and mechanics	Organized: excellent spelling, grammar, mechanics and overall style
C. Non-verbal Communication Skills	Negative, conflicting, or distracting non-verbal communication mannerisms	Working toward basic competence re: non-verbal communication	Basic verbal competence: non-verbal communication supports verbal cues	Building on basic non-verbal competence to elicit natural, reciprocal communication	Non-verbal communication elicits natural, reciprocal communication
D. Standard English Proficiency	Frequent errors, grammatical mistakes, or inappropriate language for school setting	Working toward basic competence in standard English proficiency	Demonstrates basic competence in standard English	Building on standard English basics to be fluent, clear, expressive	Demonstrates mastery of standard English: fluent, clear, expressive
E. Interpersonal Communication with Students	Lacks clarity in making explanations, fails to communicate effectively with students	Working toward basic competency in communicating with students	Usually communicates effectively with students	Communicates effectively with students, working toward depth and subtlety	Models depth and subtlety in interpersonal communication with students

F. Language of Subject Matter	Uses language of subject matter incorrectly and seems unaware when students do so	Working toward basic competency in using and encouraging language of subject matter	Encourages appropriate usage of subject matter language	Encourages appropriate usage of subject matter. strives to be a good model	Consistently models and teaches appropriate usage of subject matter language
-------------------------------	---	---	---	--	--

X

Use of Motivational Strategies
The teacher creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Involves Students in Classroom Activities	Classes are routine, often boring	Works to involve classes via questioning	Involves classes via questions	Involves classes via questions; working to add examples, personal experiences and anecdotes	Involves classes via questions, examples, personal experiences, and anecdotes
B. Provides a Stimulating Environment	Has difficulty establishing a stimulating environment	Working to establish a stimulating environment in routine circumstances	Sometimes establishes a stimulating environment in routine circumstances	Working to establish a stimulating environment even in challenging circumstances	Establishes a stimulating environment even in challenging circumstances
C. Provides Motivational Activities	Unimaginative or inappropriate use of motivational activities	Working to incorporate motivational activities in standard curricular materials	Integrates motivational activities in standard curriculum materials	Working to integrate diverse sources of motivational activities	Integrates diverse sources of motivational activities

X

D. Maintains Pupil Interest	Inadequate: discipline problems result	Working to maintain interest and decrease discipline problems in routine circumstances	Maintains interest, few discipline problems in routine circumstances	Working to maintain interest, few discipline problems even in challenging circumstances	Maintains interest, few discipline problems even in challenging circumstances
-----------------------------	--	--	--	---	---

X

Use of Technology

The teacher integrates technology into classroom teaching.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Employs Computer Technology in Teaching	Little or no demonstrated ability to employ computer technology	Working to improve limited ability to employ computer technology	Able to use computer technology and software provided	Works to locate software to meet individual and class needs	Proficient in location of software to meet individual and class needs
B. Approach to Computer Technology	Little or no demonstrated ability to use computers	Working to improve limited ability to employ technology	Takes direction in learning new technological skills	Works to model initiative and enthusiasm in learning new technological skills	Consistently models initiative and enthusiasm in learning new technological skills
C. Employs Multimedia	Little or no demonstrated ability to use multimedia	Working to improve limited ability to employ multimedia	Is able to use multimedia provided	Works to locate multimedia to meet individual and class needs	Proficient in location of multimedia to meet individual and class needs

X

X

D. Demonstrates word processing skills	Avoids using word processor	Uses word processor for simple documents	Uses word processor for most professional work	Designs authentic learning experiences requiring students to use word processor	Designs authentic learning experiences requiring diverse learners to use word processing
--	-----------------------------	--	--	---	--

X

E. Uses Instructional software	Does not Implement content-specific software	Indicates awareness of content-specific software	Implements simple content-specific software	Designs classroom activities to integrate content-specific software	Designs classroom activities for diverse ability learners that integrate content-specific software
--------------------------------	--	--	---	---	--

X

Human Relations Skills
The teacher implements sound human relations and communication skills in order to foster productive, positive, learning communities.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Promotes Self-Confidence in Others	Rarely promotes self-confidence in others	Working to promote self-confidence in some students in some situations	Working to promote self-confidence in most students in most situations	Promotes self-confidence in most students in most situation	Promotes self-confidence in most students even in challenging situations

X

B. Establishes Relationships and Rapport	Inhibited; has difficulty initiating and/or maintaining comfortable relationships and rapport	Working to respond positively to overtures of others, attempts to establish productive relationships and rapport in routine situations	Able to respond positively to overtures of others and establish rapport and productive relationships in routine situations	Reaches out to others to establish productive interactive relationships and rapport even in challenging situations	Reaches out to others and establishes productive interactive relationships and rapport even in challenging situations
C. Uses Verbal and Non-Verbal Communication	Limited basic skills in verbal and non-verbal communication	Working to develop effective skills in both areas	Good skills in one area, working to develop the other	Strong skills in one area, good skills in the other	Consistently strong, effective, congruent verbal and non-verbal communication
D. Provides Student Assistance	Rarely accessible for student assistance	Working to be accessible for student assistance	Accessible for assistance during scheduled times	Working to provide constant encouragement and assistance throughout the workday.	Provides constant student encouragement and assistance throughout the workday.
E. Promotes Classroom Harmony and Respect	Oblivious to a lack of classroom harmony and respect	Beginning to recognize importance of facilitating classroom harmony and respect	Recognizes importance of facilitating classroom harmony and respect	Facilitates classroom harmony and respect in most situations	Facilitates classroom harmony and respect even in conflicted situations
F. Demonstrates Ability to Build Pupil Self-Concepts	Attributes little apparent importance to self-concept	Working to demonstrate ability to promote pupil self-concept in routine situations	Demonstrates ability to promote pupil self-concept in routine situations	Working to develop diverse, growing repertoire of ways to develop pupil self-concept	Has diverse growing repertoire of ways to develop pupil self-concept

Professional Characteristics/Personal Qualities
The teacher exhibits high quality characteristics
in professional and personal demeanor.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Approaches Teaching Proactively	Demonstrates minimal drive and enthusiasm	Beginning to demonstrate drive and enthusiasm	Demonstrates drive and enthusiasm	Strives to demonstrate drive, industrious work ethic, and enthusiasm	Consistently demonstrates drive, industrious work ethic and enthusiasm
B. Learns from Experience	Repeats mistakes, evidences difficulty with experience-based learning	Occasionally able to learn from experience when dramatic	<u>X</u> Able to learn from teaching experiences	Learns from teaching experiences, demonstrates some insights into teaching	Learns from teaching experiences, demonstrates deeper insight into teaching
C. Responds to Constructive Criticism and Feedback	Avoids or is unreceptive to constructive criticism; changes subject, shifts blame and rarely implements feedback	Beginning to accept constructive criticism; still offers excuses; sometimes implements feedback	<u>X</u> Accepts constructive criticism; implements feedback	Beginning to elicit constructive criticism; implements feedback	Elicits specific constructive criticism; implements feedback
D. Demonstrates Dependability	Limited dependability and/or follow through even with reminders	<u>X</u> Working to be responsible and follow through with reminders	Usually dependable and follows through; with occasional reminders	Working to be dependable and follow through without reminders	Consistently dependable and follows through without reminders
E. Demonstrates Ethical Conduct	Difficulty verbalizing and evidencing high ethical standards	<u>X</u> Verbalizes high ethical standards but rarely evidences them	Verbalizes high ethical standards and works to evidence them	Verbalizes and evidences high ethical standards in routine circumstances	Verbalizes and evidences high ethical standards even in difficult situations

F. Projects a Positive Demeanor	Has difficulty appearing congenial and positive	Attempts to be congenial and positive in routine circumstances	Usually congenial and positive in routine circumstances	X Working to be congenial and positive even in stressful circumstances	Congenial and positive even in stressful circumstances
G. Demonstrates a Sense of Humor	Undeveloped or inappropriate sense of humor	Working to develop appropriate sense of humor	X Well developed sense of humor	Well developed sense of humor; working to implement in classroom interactions	Well developed sense of humor; implements it appropriately in daily practice
H. Demonstrates Poise and Self-Confidence	Difficulty demonstrating poise and self-confidence even in routine situations	Working to demonstrate poise and self-confidence in routine situations	Demonstrates poise and self-confidence in routine situation	X Working to demonstrate poise and self-confidence in routine and stressful situations	Consistently demonstrate poise and self-confidence in routine and stressful situations
I. Demonstrates Flexibility	Difficulty demonstrating flexibility even in routine situations	Working to demonstrate flexibility in routine situations	Demonstrates flexibility in routine situations	X Working to demonstrate flexibility in routine or new situations	Demonstrates flexibility in routine or new situations
J. Demonstrates Approachability	Pupils tend to avoid student teacher	Beginning to be sought out by students in classroom settings	Sought out by students in classroom settings	X Beginning to be sought out as confidant and classroom advisor	Often sought outside the classroom as confidant and advisor
				X	

Rubric Brenda Wilder

Knowledge of Content
The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught; creates learning experiences to make them meaningful to students.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Possesses Content Knowledge	Inaccurate or incomplete content knowledge, little or no effort to expand	Minimal knowledge, strives for basic content knowledge competence	Basic content knowledge, seeks out additional information	Advanced content knowledge, seeks out additional information	Extensive content knowledge, seeks out additional information
B. Integrate Knowledge into Instructional Objectives	Unable to use objectives in the development of a lesson	Attempts to use objectives in the development of a lesson	Uses objectives to develop an effective lesson	X Presents lesson objectives and strives to make them meaningful to students	Presents meaningful instructional objectives and continually reinforces them
C. Utilizes Teaching Resources	Ineffective use of manuals, texts, curriculum guides	Minimal use of teachers' manuals, texts, curriculum guides	Effective use of teachers' manuals, texts, curriculum guides	X Supplements manuals, texts, curriculum guides	Extensive expansion of subject matter beyond manuals, texts, curriculum guides as resources
D. Extends Content Knowledge	Limited effort in class preparation	Minimal effort in class preparation	X Strives to be current in class preparation	Strives to be current in class and researches special topics in depth	Consistently current in class preparation and background research

X

Knowledge of Learners and Learning Process

The teacher understands how children learn and differ in their approaches to learning; provides learning opportunities that support their development.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Meets Individual Pupil Needs	No interest, skill, or ability in ascertaining needs of pupils	Minimal interest, skill, or ability in ascertaining pupil needs	Basic attention to needs of pupils	Frequent attention to needs of pupils	Consistent attention to needs of all pupils
B. Provides for Varied Learning Styles	No provision for varied learning styles	Minimal provision for varied learning styles	Basic provision for varied learning styles	Frequent provision for varied learning styles	Consistent provision for varied learning styles
C. Applies Learning Theories	No or inaccurate application of theories	Minimal application of theories	Basic application of theories	Frequent application of theories	Consistent application of theories
D. Provides for Multiple Levels of Thinking and Concept-Utilization	No provision for multiple levels of thinking or conceptualization	Minimal provision for multiple levels of thinking or conceptualization	Basic provision for multiple levels of thinking and conceptualization	Frequent provision for multiple levels of thinking and conceptualization	Consistent provision for multiple levels of thinking and conceptualization

X

Instructional Planning
The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Plans in Advance	No short or long-range planning	Minimal short or long-range planning	Basic short and long-range planning	Well-developed short and basic long-range planning	Well-developed short and long-range planning

B. Prepares High Quality Lesson Plans	Unclear purpose, organization, and detail	Sketchy purpose, organization, and detail	<u>X</u>		Clear purpose, organization, detail, and flexibility: provides for individuality
			Clear purpose and organization, sufficient detail	Clear purpose, organization, detail and flexibility	
C. Incorporates and meets deadlines	Does not meet planning or preparation deadlines	Inconsistent in meeting, planning and preparation deadlines	<u>X</u>		Consistently exceeds planning and preparation deadlines
			Usually meets planning and preparation deadlines	Consistently meets planning and preparation deadlines	
D. Demonstrates Independence and Initiative	Relies on TAG partner to plan	Needs frequent input from TAG partner to plan	<u>X</u>		Consistently plans independently, shares drafted plans with TAG partner for feedback
			Plans many lessons independently	Usually plans independently, shares drafted plans with TAG partner for feedback	
E. Acquires and Organizes Materials	Has difficulty acquiring and organizing materials	Needs assistance to acquire or organize materials	<u>X</u>		Consistently supplements prepared materials and organizes well
			Is able to acquire and organize prepared materials	Sometimes supplements prepared materials and organizes well	

X

Use of Instructional Strategies
The teacher understands and uses a variety of instructional strategies.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Possesses Content Delivery Skills	Unable to present content in an effective manner	Strives to present content clearly	Presents clearly; attempts to make content relevant to students	Attempts to deliver content in a manner that facilitates active learning	Delivers content in a manner that facilitates active learning

X

B. Implements Course Goals and Objectives	Goals and objectives unclear or inappropriate	Works to use pre-established objectives when setting goals	Makes good use of objectives in accompanying materials when setting goals	Works to evaluate achievement based on course goals and objectives	Evaluates achievement based on course goals and objectives
C. Uses Introductory, Transitional, and Concluding Statements	Uses transition statements which are inconsistent and ineffective	Uses transition statements which are usually consistent, but appear mechanical	<u>X</u> Understands and attempts to use transition statements which are relevant to learning and move the lesson fluently	Understands and generally evidences use of fluent, relevant transition statements	Use of transition statements is fluent, relevant to learning, and appears natural
D. Provides for Student Participation and Response	Does not plan for or effectively use pupil participation and response	Shows some effort to encourage participation and response	<u>X</u> Attempts to elicit maximum participation and response	Works to encourage participation and response by all students	Constructs and manages an environment which provides for maximum student participation and response
E. Paces Instruction	Ineffective pacing	Shows some effort to pace instruction effectively	Sometimes paces instruction effectively	<u>X</u> Often paces instruction effectively	Consistently paces instruction effectively
F. Responds to Students	Often ignores students or responds inappropriately	Shows some effort to respond promptly and appropriately	Sometimes prompt and always appropriate in responding to students	<u>X</u> Always prompt and appropriate in responding to students	Always prompt and appropriate in responding to students: anticipates questions and needs.
G. Implements Varied Questioning Techniques	Does not demonstrate varied basic questioning techniques	Works to demonstrate varied basic questioning techniques	Demonstrates varied, basic questioning techniques	Beginning to demonstrate, varied, advanced questioning techniques	<u>X</u> Consistently demonstrates varied, advanced questioning techniques

H. Adapts Teaching Style to Pupil Needs	Rarely adapts or relies on one style	Working to develop teaching style(s)	Sometimes adjusts teaching style to student needs	X Well-developed teaching style: Is working to adjust to student needs	Well-developed teaching style, Consistently adjusts to student needs
---	--------------------------------------	--------------------------------------	---	---	--

X

The Learning Environment and Classroom Management
The teacher creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Implements Diverse Classroom Management Strategies	Unable to maintain adequate classroom management	Beginning to work toward effective management strategies	Sometimes applies effective classroom management	Usually maintains effective classroom management using diverse strategies	Consistently implements classroom management techniques to stimulate learning environment
B. Handles Discipline Problems	Is unsuccessful in resolving discipline problems	Is beginning to recognize when appropriate disciplinary techniques are needed	X Implements appropriate disciplinary techniques which produce desired results	Recognizes emerging discipline problems and implements effective, appropriate disciplinary techniques	Anticipates discipline problems; preventively implements appropriate disciplinary techniques
C. Establishes expectations and holds students accountable	Rarely establishes expectations or holds students accountable	Recognizes the need for expectations and holds students accountable	Sets standards and strives to consistently hold students accountable for their work and behavior	X Consistent and clear in establishing expectations and holding students accountable for their work and behavior	Consistent and clear in establishing and monitoring expectations and student accountability

X

D. Implements Fairness and Equity	Shows bias or uses statements that result in unfairness	Recognizes need to be unbiased	Takes an unbiased approach to classroom interactions	Effectively models and is beginning to develop awareness of student bias in classroom interactions	Effectively models and encourages students to exhibit fairness and equity in classroom
-----------------------------------	---	--------------------------------	--	--	--

E. Implements a Sound Classroom Climate	Not yet able to implement a sound classroom climate	Recognizes elements of sound classroom climate and is beginning to implement them	Maintains a positive classroom climate: few instances of negativism	Maintains a consistently positive classroom climate	Facilitates student's desire to maintain a sound classroom climate
---	---	---	---	---	--

X

Use of Communication Strategies
The teacher uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Oral Communication Skills	Weak, monotonous or unexpressive voice	Working to develop oral communication skills	Pleasant, well modulated voice, adequate projection	Working to effectively vary vocal cues, rate, volume, enunciation	Effectively varies vocal cues, rate, volume, enunciation
B. Written Communication Skills	Disorganized or problems with spelling, grammar, mechanics	Working toward basic competence in organization, spelling, grammar, and/or mechanics	Organized: proofs carefully to correct most spelling, grammar, and mechanics	Organized: accurate with spelling, grammar, and mechanics	Organized: excellent spelling, grammar, mechanics and overall style

X

C. Non-verbal Communication Skills	Negative, conflicting, or distracting non-verbal communication mannerisms	Working toward basic competence re: non-verbal communication	Basic competence: non-verbal supports verbal cues	Building on basic non-verbal competence to elicit natural, reciprocal communication	Non-verbal communication elicits natural, reciprocal communication
D. Standard English Proficiency	Frequent errors, grammatical mistakes, or inappropriate language for school setting	Working toward basic competence in standard English proficiency	Demonstrates basic competence in standard English	<u>X</u> Building on standard English basics to be fluent, clear, expressive	Demonstrates mastery of standard English: fluent, clear, expressive
E. Interpersonal Communication with Students	Lacks clarity in making explanations, fails to communicate effectively with students	Working toward basic competency in communicating with students	<u>X</u> Usually communicates effectively with students	Communicates effectively with students, working toward depth and subtlety	Models depth and subtlety in interpersonal communication with students
F. Language of Subject Matter	Uses language of subject matter incorrectly and seems unaware when students do so	Working toward basic competency in using and encouraging language of subject matter	Encourages appropriate usage of subject matter language	Encourages appropriate usage of subject matter language and strives to be a good model	Consistently models and teaches appropriate usage of subject matter language
			<u>X</u>		

Use of Motivational Strategies
The teacher creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Demonstrated Characteristics		Rarely/Never	Sometimes	Average	Frequently	Always
Demonstrated Characteristics	A. Involves Students in Classroom Activities	Classes are routine, often boring	Works to involve classes via questioning	Involves classes via questions	Involves classes via questions; working to add examples, personal experiences and anecdotes	Involves classes via questions, examples, personal experiences, and anecdotes
	B. Provides a Stimulating Environment	Has difficulty establishing a stimulating environment	Working to establish a stimulating environment in routine circumstances	Sometimes establishes a stimulating environment in routine circumstances	X Working to establish a stimulating environment even in challenging circumstances	Establishes a stimulating environment even in challenging circumstances
	C. Provides Motivational Activities	Unimaginative or inappropriate use of motivational activities	Working to incorporate motivational activities in standard curricular materials	Integrates motivational activities in standard curriculum materials	X Working to integrate diverse sources of motivational activities	Integrates diverse sources of motivational activities
	D. Maintains Pupil Interest	Inadequate: discipline problems result	Working to maintain interest and decrease discipline problems in routine circumstances	Maintains interest, few discipline problems in routine circumstances	X Working to maintain interest, few discipline problems even in challenging circumstances	Maintains interest, few discipline problems even in challenging circumstances
X						
Use of Technology						
The teacher integrates technology into classroom teaching.						
Demonstrated Characteristics		Rarely/Never	Sometimes	Average	Frequently	Always

A. Employs Computer Technology in Teaching	Little or no demonstrated ability to employ computer technology	Working to improve limited ability to employ computer technology	Able to use computer technology and software provided	Works to locate software to meet individual and class needs	Proficient in location of software to meet individual and class needs
B. Approach to Computer Technology	Little or no demonstrated ability to use computers	Working to improve limited ability to employ technology	Takes direction in learning new technological skills	Works to model initiative and enthusiasm in learning new technological skills	Consistently models initiative and enthusiasm in learning new technological skills
C. Employs Multimedia	Little or no demonstrated ability to use multimedia	Working to improve limited ability to employ multimedia	Is able to use multimedia provided	Works to locate multimedia to meet individual and class needs	Proficient in location of multimedia to meet individual and class needs
D. Demonstrates word processing skills	Avoids using word processor	Uses word processor for simple documents	Uses word processor for most professional work	Designs authentic learning experiences requiring students to use word processor	Designs authentic learning experiences requiring diverse learners to use word processing
E. Uses Instructional software	Does not implement content-specific software	Indicates awareness of content-specific software	Implements simple content-specific software	Designs classroom activities to integrate content-specific software	Designs classroom activities for diverse ability learners that integrate content-specific software

X

Human Relations Skills
The teacher implements sound human relations and communication skills in order to foster productive, positive, learning communities.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Promotes Self-Confidence in Others	Rarely promotes self-confidence in others	Working to promote self-confidence in some situations	Working to promote self-confidence in most situations	Promotes self-confidence in most students in most situation	Promotes self-confidence in most students even in challenging situations
B. Establishes Relationships and Rapport	Inhibited; has difficulty initiating and/or maintaining comfortable relationships and rapport	Working to respond positively to overtures of others; attempts to establish productive relationships and rapport in routine situations	Able to respond positively to overtures of others and establish rapport and productive relationships in routine situations	X Reaches out to others to establish productive interactive relationships and rapport even in challenging situations	Reaches out to others and establishes productive interactive relationships and rapport even in challenging situations
C. Uses Verbal and Non-Verbal Communication	Limited basic skills in verbal and non-verbal communication	Working to develop effective skills in both areas	Good skills in one area, working to develop the other	X Strong skills in one area, good skills in the other	Consistently strong, effective, congruent verbal and non-verbal communication
D. Provides Student Assistance	Rarely accessible for student assistance	Working to be accessible for student assistance	Accessible for assistance during scheduled times	X Working to provide constant student assistance throughout the workday.	Provides constant student encouragement and assistance throughout the workday.
E. Promotes Classroom Harmony and Respect	Oblivious to a lack of classroom harmony and respect	Beginning to recognize importance of facilitating classroom harmony and respect	Recognizes importance of facilitating classroom harmony and respect	X Facilitates classroom harmony and respect in most situations	Facilitates classroom harmony and respect even in conflicted situations

F. Demonstrates Ability to Build Pupil Self-Concepts	Attributes little apparent importance to self-concept	Working to demonstrate ability to promote pupil self-concept in routine situations	Demonstrates ability to promote pupil self-concept in routine situations	Working to develop repertoire, growing repertoire of ways to develop pupil self-concept	X	Has diverse growing repertoire of ways to develop pupil self-concept
					X	

Professional Characteristics/Personal Qualities
The teacher exhibits high quality characteristics in professional and personal demeanor.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Approaches Teaching Proactively	Demonstrates minimal drive and enthusiasm	Beginning to demonstrate drive and enthusiasm	Demonstrates drive and enthusiasm	Strives to demonstrate drive, industrious work ethic, and enthusiasm	Consistently demonstrates drive, industrious work ethic and enthusiasm
B. Learns from Experience	Repeats mistakes, evidences difficulty with experience-based learning	Occasionally able to learn from experience when experience is dramatic	Able to learn from teaching experiences	X Learns from teaching experiences, demonstrates some deeper insight into teaching	Learns from teaching experiences, demonstrates deeper insight into teaching
C. Responds to Constructive Criticism and Feedback	Avoids or is unreceptive to constructive criticism; changes subject, shifts blame and rarely implements feedback	Beginning to accept constructive criticism; still offers excuses; sometimes implements feedback	Accepts constructive criticism; implements feedback	X Beginning to elicit constructive criticism; implements feedback	Elicits specific constructive criticism; Implements feedback

D. Demonstrates Dependability	Limited dependability and/or follow through even with reminders	Working to be responsible and follow through with reminders	Usually dependable and follows through with occasional reminders	<u>X</u> Working to be dependable and follow through without reminders	Consistently dependable and follows through without reminders
E. Demonstrates Ethical Conduct	Difficulty verbalizing and evidencing high ethical standards	Verbalizes high ethical standards but rarely evidences them	Verbalizes high ethical standards and works to evidence them	<u>X</u> Verbalizes and evidences high ethical standards in routine circumstances	<u>X</u> Verbalizes and evidences high ethical standards even in difficult situations
F. Projects a Positive Demeanor	Has difficulty appearing congenial and positive	Attempts to be congenial and positive in routine circumstances	Usually congenial and positive in routine circumstances	<u>X</u> Working to be congenial and positive even in stressful circumstances	<u>X</u> Congenial and positive even in stressful circumstances
G. Demonstrates a Sense of Humor	Undeveloped or inappropriate sense of humor	Working to develop appropriate sense of humor	Well developed sense of humor	<u>X</u> Well developed sense of humor; working to implement in classroom interactions	Well developed sense of humor; implements it appropriately in daily practice
H. Demonstrates Poise and Self-Confidence	Difficulty demonstrating poise and self-confidence even in routine situations	Working to demonstrate poise and self-confidence in routine situations	<u>X</u> Demonstrates poise and self-confidence in routine situation	Working to demonstrate poise and self-confidence in routine and stressful situations	Consistently demonstrate poise and self-confidence in routine and stressful situations
I. Demonstrates Flexibility	Difficulty demonstrating flexibility even in routine situations	Working to demonstrate flexibility in routine situations	Demonstrates flexibility in routine situations	<u>X</u> Working to demonstrate flexibility in routine or new situations	Demonstrates flexibility in routine or new situations

1. Demonstrates Approachability Pupils tend to avoid student teacher

Beginning to be sought out by students in classroom settings

Sought out by students in classroom settings

Beginning to be sought out as confidant and classroom advisor

Often sought outside the classroom as confidant and advisor

Rubric

Barbara Hoskins

Knowledge of Content

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught; creates learning experiences to make them meaningful to students.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Possesses Content Knowledge	Inaccurate or incomplete content knowledge, little or no effort to expand	Minimal knowledge, strives for basic content knowledge competence	Basic content knowledge, seeks out additional information	Advanced content knowledge, seeks out additional information	Extensive content knowledge, seeks out additional information
B. Integrate Knowledge into Instructional Objectives	Unable to use objectives in the development of a lesson	Attempts to use objectives in the development of a lesson	Uses objectives to develop an effective lesson	Presents lesson objectives and strives to make them meaningful to students	Presents meaningful instructional objectives and continually reinforces them
C. Utilizes Teaching Resources	Ineffective use of manuals, texts, curriculum guides	Minimal use of teachers' manuals, texts, curriculum guides	Effective use of teachers' manuals, texts, curriculum guides	Supplements manuals, texts, curriculum guides	Extensive expansion of subject matter beyond manuals, texts, curriculum guides as resources

X

D. Extends Content Knowledge	Limited effort in class preparation	Minimal effort in class preparation	Strives to be current in class and researches special topics in depth	Consistently current in class preparation and background research
------------------------------	-------------------------------------	-------------------------------------	---	---

X

Knowledge of Learners and Learning Process
The teacher understands how children learn and differ in their approaches to learning; provides learning opportunities that support their development.

Demonstrated Characteristics	Rarely / Never	Sometimes	Average	Frequently	Always
A. Meets Individual Pupil Needs	No interest, skill, or ability in ascertaining needs of pupils	Minimal interest, skill, or ability in ascertaining pupil needs	Basic attention to needs of pupils	Frequent attention to needs of pupils	Consistent attention to needs of all pupils
B. Provides for Varied Learning Styles	No provision for varied learning styles	Minimal provision for varied learning styles	Basic provision for varied learning styles	<u>X</u> Frequent provision for varied learning styles	Consistent provision for varied learning styles
C. Applies Learning Theories	No or inaccurate application of theories	Minimal application of theories	Basic application of theories	<u>X</u> Frequent application of theories	Consistent application of theories
D. Provides for Multiple Levels of Thinking and Concept-Utilization	No provision for multiple levels of thinking or conceptualization	Minimal provision for multiple levels of thinking or conceptualization	Basic provision for multiple levels of thinking and conceptualization	<u>X</u> Frequent provision for multiple levels of thinking and conceptualization	Consistent provision for multiple levels of thinking and conceptualization

X

Instructional Planning

**The teacher plans instruction based on knowledge of
subject matter, students, the community, and curriculum goals.**

Demonstrated Characteristics	Rarely /Never	Sometimes	Average	Frequently	Always
A. Plans in Advance	No short or long-range planning	Minimal short or long-range planning	Basic short and long-range planning	Well-developed short and basic long-range planning	Well-developed short and long-range planning
B. Prepares High Quality Lesson Plans	Unclear purpose, organization, and detail	Sketchy purpose, organization, and detail	X Clear purpose and organization, sufficient detail	Clear purpose, organization, detail and flexibility	Clear purpose, organization, detail, flexibility: provides for individuality
C. Incorporates and meets deadlines	Does not meet planning or preparation deadlines	Inconsistent in meeting, planning and preparation deadlines	X Usually meets planning and preparation deadlines	Consistently meets planning and preparation deadlines	Consistently exceeds planning and preparation deadlines
D. Demonstrates Independence and Initiative	Relies on TAG partner to plan	Needs frequent input from TAG partner to plan	X Plans many lessons independently	Usually plans independently, shares drafted plans with TAG partner for feedback	Consistently plans independently, shares drafted plans with TAG partner for feedback
E. Acquires and Organizes Materials	Has difficulty acquiring and organizing materials	Needs assistance to acquire or organize materials	Is able to acquire and organize prepared materials	X Sometimes supplements prepared materials and organizes well	Consistently supplements prepared materials and organizes well
			X		

Use of Instructional Strategies

The teacher understands and uses a variety of instructional strategies.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Possesses Content Delivery Skills	Unable to present content in an effective manner	Strives to present content clearly	Presents clearly; attempts to make content relevant to students	Attempts to deliver content in a manner that facilitates active learning	Delivers content in a manner that facilitates active learning
B. Implements Course Goals and Objectives	Goals and objectives unclear or inappropriate	Works to use pre-established objectives when setting goals	Makes good use of objectives in accompanying materials when setting goals	X Works to evaluate achievement based on course goals and objectives	Evaluates achievement based on course goals and objectives
C. Uses Introductory, Transitional, and Concluding Statements	Uses transition statements which are inconsistent and ineffective	Uses transition statements which are usually consistent, but appear mechanical	X Understands and attempts to use transition statements which are relevant to learning and move the lesson fluently	Understands and generally evidences use of fluent, relevant transition statements	Use of transition statements is fluent, relevant to learning, and appears natural
D. Provides for Student Participation and Response	Does not plan for or effectively use pupil participation and response	Shows some effort to encourage participation and response	Attempts to elicit maximum participation and response	X Works to encourage participation and response by all students	Constructs and manages an environment which provides for maximum student participation and response
E. Paces Instruction	Ineffective pacing	Shows some effort to pace instruction effectively	X Sometimes paces instruction effectively	Often paces instruction effectively	Consistently paces instruction effectively
				X	

F. Responds to Students	Often ignores students or responds inappropriately	Shows some effort to respond promptly and appropriately	Sometimes prompt and always appropriate in responding to students	Always prompt and appropriate in responding to students	Always prompt and appropriate in responding to students; anticipates questions and needs.
G. Implements Varied Questioning Techniques	Does not demonstrate varied basic questioning techniques	Works to demonstrate varied basic questioning techniques	<u>X</u> Demonstrates varied, basic questioning techniques	Beginning to demonstrate, varied, advanced questioning techniques	Consistently demonstrates varied, advanced questioning techniques
H. Adapts Teaching Style to Pupil Needs	Rarely adapts or relies on one style	Working to develop teaching style(s)	<u>X</u> Sometimes adjusts teaching style to student needs	Well-developed teaching style: is working to adjust to student needs	Well-developed teaching style, Consistently adjusts to student needs

X

The Learning Environment and Classroom Management
The teacher creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Implements Diverse Classroom Management Strategies	Unable to maintain adequate classroom management	Beginning to work toward effective management strategies	Sometimes applies effective classroom management	Usually maintains effective classroom management using diverse strategies	Consistently implements classroom management techniques to stimulate learning environment

X

B. Handles Discipline Problems	Is unsuccessful in resolving discipline problems	Is beginning to recognize when appropriate disciplinary techniques are needed	Implements appropriate disciplinary techniques which produce desired results	Recognizes emerging discipline problems and implements effective, appropriate disciplinary techniques	Anticipates discipline problems; preventively implements effective, appropriate disciplinary techniques
C. Establishes expectations and holds students accountable	Rarely establishes expectations or holds students accountable	X Recognizes the need for expectations and holds students accountable	Sets standards and strives to consistently hold students accountable for their work and behavior	Consistent and clear in establishing expectations and holding students accountable for their work and behavior	Consistent and clear in establishing and monitoring expectations and student accountability
D. Implements Fairness and Equity	Shows bias or uses statements that result in unfairness	X Recognizes need to be unbiased	Takes an unbiased approach to classroom interactions	Effectively models and is beginning to develop awareness of student bias in classroom interactions	Effectively models and encourages students to exhibit fairness and equity in classroom
E. Implements a Sound Classroom Climate	Not yet able to implement a sound classroom climate	Recognizes elements of sound classroom climate and is beginning to implement them	X Maintains a positive classroom climate; few instances of negativism	Maintains a consistently positive classroom climate	Facilitates student's desire to maintain a sound classroom climate
Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always

Use of Communication Strategies
The teacher uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

A. Oral Communication Skills	Weak, monotonous or unexpressive voice	Working to develop oral communication skills	Pleasant, well modulated voice, adequate projection	Working to effectively vary vocal cues, rate, volume, enunciation	Effectively varies vocal cues, rate, volume, enunciation
B. Written Communication Skills	Disorganized or problems with spelling, grammar, mechanics	Working toward basic competence in organization, spelling, grammar, and/or mechanics	Organized: proofs carefully to correct most spelling, grammar, and mechanics	<u>X</u> Organized: accurate with spelling, grammar, and mechanics	Organized: excellent spelling, grammar, mechanics and overall style
C. Non-verbal Communication Skills	Negative, conflicting, or distracting non-verbal communication mannerisms	Working toward basic competence re: non-verbal communication	Basic competence: non-verbal communication supports verbal cues	<u>X</u> Building on basic non-verbal competence to elicit natural, reciprocal communication	Non-verbal communication elicits natural, reciprocal communication
D. Standard English Proficiency	Frequent errors, grammatical mistakes, or inappropriate language for school setting	Working toward basic competence in standard English proficiency	Demonstrates basic competence in standard English	<u>X</u> Building on standard English basics to be fluent, clear, expressive	Demonstrates mastery of standard English: fluent, clear, expressive
E. Interpersonal Communication with Students	Lacks clarity in making explanations, fails to communicate effectively with students	Working toward basic competency in communicating with students	Usually communicates effectively with students	<u>X</u> Communicates effectively with students, working toward depth and subtlety	<u>X</u> Models depth and subtlety in interpersonal communication with students
				<u>X</u>	

F. Language of Subject Matter	Uses language of subject matter incorrectly and seems unaware when students do so	Working toward basic competency in using and encouraging language of subject matter	Encourages appropriate usage of subject matter language	Encourages appropriate usage of subject matter language and strives to be a good model	Consistently models and teaches appropriate usage of subject matter language
-------------------------------	---	---	---	--	--

X

Use of Motivational Strategies
The teacher creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Involves Students in Classroom Activities	Classes are routine, often boring	Works to involve classes via questioning	Involves classes via questions	Involves classes via questions; working to add examples, personal experiences and anecdotes	Involves classes via questions, examples, personal experiences, and anecdotes
B. Provides a Stimulating Environment	Has difficulty establishing a stimulating environment	Working to establish a stimulating environment in routine circumstances	Sometimes establishes a stimulating environment in routine circumstances	Working to establish a stimulating environment even in challenging circumstances	Establishes a stimulating environment even in challenging circumstances

X

X

C. Provides Motivational Activities	Unimaginative or inappropriate use of motivational activities	Working to incorporate motivational activities in standard curricular materials	Integrates motivational activities in standard curriculum materials	Working to integrate diverse sources of motivational activities	Integrates diverse sources of motivational activities
D. Maintains Pupil Interest	Inadequate: discipline problems result	Working to maintain interest and decrease discipline problems in routine circumstances	Maintains interest, few discipline problems in routine circumstances	X Working to maintain interest, few discipline problems even in challenging circumstances	Maintains interest, few discipline problems even in challenging circumstances
				X	

Use of Technology

The teacher integrates technology into classroom teaching.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Employs Computer Technology in Teaching	Little or no demonstrated ability to employ computer technology	Working to improve limited ability to employ computer technology	Able to use computer technology and software provided	Works to locate software to meet individual and class needs	Proficient in location of software to meet individual and class needs
B. Approach to Computer Technology	Little or no demonstrated ability to use computers	X Working to improve limited ability to employ technology	Takes direction in learning new technological skills	Works to model initiative and enthusiasm in learning new technological skills	Consistently models initiative and enthusiasm in learning new technological skills
C. Employs Multimedia	Little or no demonstrated ability to use multimedia	X Working to improve limited ability to employ multimedia	Is able to use multimedia provided	Works to locate multimedia to meet individual and class needs	Proficient in location of multimedia to meet individual and class needs

X

D. Demonstrates word processing skills	Avoids using word processor	Uses word processor for simple documents	Uses word processor for most professional work	Designs authentic learning experiences requiring use word processor	Designs authentic learning experiences requiring diverse learners to use word processing
--	-----------------------------	--	--	---	--

X

E. Uses Instructional software	Does not implement content-specific software	Indicates awareness of content-specific software	Implements simple content-specific software	Designs classroom activities to integrate content-specific software	Designs classroom activities for diverse ability learners that integrate content-specific software
--------------------------------	--	--	---	---	--

X

Human Relations Skills
The teacher implements sound human relations and communication skills in order to foster productive, positive, learning communities.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Promotes Self-Confidence in Others	Rarely promotes self-confidence in others	Working to promote self-confidence in some students in some situations	Working to promote self-confidence in most students in most situations	Promotes self-confidence in most students in most situations	Promotes self-confidence in most students even in challenging situations

X

B. Establishes Relationships and Rapport	Inhibited; has difficulty initiating and/or maintaining comfortable relationships and rapport	Working to respond positively to overtures of others, attempts to establish productive relationships and rapport in routine situations	Able to respond positively to overtures of others and establish rapport and productive relationships in routine situations	Reaches out to others to establish productive interactive relationships and rapport	Reaches out to others and establishes productive interactive relationships and rapport even in challenging situations
C. Uses Verbal and Non-Verbal Communication	Limited basic skills in verbal and non-verbal communication	Working to develop effective skills in both areas	Good skills in one area, working to develop the other	Strong skills in one area, good skills in the other	Consistently strong, effective, congruent verbal and non-verbal communication
D. Provides Student Assistance	Rarely accessible for student assistance	Working to be accessible for student assistance	Accessible for assistance during scheduled times	Working to provide constant student encouragement and assistance throughout the workday.	Provides constant student encouragement and assistance throughout the workday.
E. Promotes Classroom Harmony and Respect	Oblivious to a lack of classroom harmony and respect	Beginning to recognize importance of facilitating classroom harmony and respect	Recognizes importance of facilitating classroom harmony and respect	Facilitates classroom harmony and respect in most situations	Facilitates classroom harmony and respect even in conflicted situations
F. Demonstrates Ability to Build Pupil Self-Concepts	Attributes little apparent importance to self-concept	Working to demonstrate ability to promote pupil self-concept in routine situations	Demonstrates ability to promote pupil self-concept in routine situations	Working to develop diverse, growing repertoire of ways to develop pupil self-concept	Has diverse growing repertoire of ways to develop pupil self-concept

X

Professional Characteristics/Personal Qualities
The teacher exhibits high quality characteristics
in professional and personal demeanor.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Approaches Teaching Proactively	Demonstrates minimal drive and enthusiasm	Beginning to demonstrate drive and enthusiasm	Demonstrates drive and enthusiasm	Strives to demonstrate drive, industrious work ethic, and enthusiasm	Consistently demonstrates drive, industrious work ethic and enthusiasm
B. Learns from Experience	Repeats mistakes, evidences difficulty with experience-based learning	Occasionally able to learn from experience when experience is dramatic	Able to learn from teaching experiences	X Learns from teaching experiences, demonstrates some insights into teaching	Learns from teaching experiences, demonstrates deeper insight into teaching
C. Responds to Constructive Criticism and Feedback	Avoids or is unreceptive to constructive criticism; changes subject, shifts blame and rarely implements feedback	Beginning to accept constructive criticism; still offers excuses; sometimes implements feedback	Accepts constructive criticism; implements feedback	X Beginning to elicit constructive criticism; implements feedback	Elicits specific constructive criticism; implements feedback
D. Demonstrates Dependability	Limited dependability and/or follow through even with reminders	Working to be responsible and follow through, with reminders	Usually dependable and follows through; with occasional reminders	X Working to be dependable and follow through without reminders	Consistently dependable and follows through without reminders
E. Demonstrates Ethical Conduct	Difficulty verbalizing and evidencing high ethical standards	Verbalizes high ethical standards but rarely evidences them	Verbalizes high ethical standards and works to evidence them	Verbalizes and evidences high ethical standards in routine circumstances	X Verbalizes and evidences high ethical standards even in difficult situations

F. Projects a Positive Demeanor	Has difficulty appearing congenial and positive	Attempts to be congenial and positive in routine circumstances	Usually congenial and positive in routine circumstances	Working to be congenial and positive even in stressful circumstances	<u>X</u> Congenial and positive even in stressful circumstances
G. Demonstrates a Sense of Humor	Undeveloped or inappropriate sense of humor	Working to develop appropriate sense of humor	Well developed sense of humor	Well developed sense of humor; working to implement in classroom interactions	<u>X</u> Well developed sense of humor; implements it appropriately in daily practice
H. Demonstrates Poise and Self-Confidence	Difficulty demonstrating poise and self-confidence even in routine situations	<u>X</u> Working to demonstrate poise and self-confidence in routine situations	Demonstrates poise and self-confidence in routine situation	Working to demonstrate poise and self-confidence in routine and stressful situations	Consistently demonstrate poise and self-confidence in routine and stressful situations
I. Demonstrates Flexibility	Difficulty demonstrating flexibility even in routine situations	Working to demonstrate flexibility in routine situations	<u>X</u> Demonstrates flexibility in routine situations	Working to demonstrate flexibility in routine or new situations	Demonstrates flexibility in routine or new situations
J. Demonstrates Approachability	Pupils tend to avoid student teacher	Beginning to be sought out by students in classroom settings	Sought out by students in classroom settings	Beginning to be sought out as confidant and classroom advisor	<u>X</u> Often sought outside the classroom as confidant and advisor

Rubric

Dorothy Hensley

Knowledge of Content

The teacher understands the central concepts, tools of inquiry,

and structures of the disciplines taught; creates learning experiences to make them meaningful to students.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Possesses Content Knowledge	Inaccurate or incomplete content knowledge, little or no effort to expand	Minimal knowledge, strives for basic content knowledge competence	Basic content knowledge, seeks out additional information	Advanced content knowledge, seeks out additional information	Extensive content knowledge, seeks out additional information
B. Integrate Knowledge into Instructional Objectives	Unable to use objectives in the development of a lesson	Attempts to use objectives in the development of a lesson	Uses objectives to develop an effective lesson	Presents lesson objectives and strives to make them meaningful to students	<u>X</u> Presents meaningful instructional objectives and continually reinforces them
C. Utilizes Teaching Resources	Ineffective use of manuals, texts, curriculum guides	Minimal use of teachers' manuals, texts, curriculum guides	Effective use of teachers' manuals, texts, curriculum guides	Supplements manuals, texts, curriculum guides	<u>X</u> Extensive expansion of subject matter beyond manuals, texts, curriculum guides as resources
D. Extends Content Knowledge	Limited effort in class preparation	Minimal effort in class preparation	Strives to be current in class preparation	Strives to be current in class and researches special topics in depth	<u>X</u> Consistently current in class preparation and background research
					<u>X</u>

Knowledge of Learners and Learning Process
The teacher understands how children learn and differ in their approaches to learning; provides learning opportunities that support their development.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
------------------------------	--------------	-----------	---------	------------	--------

A. Meets Individual Pupil Needs	No interest, skill, or ability in ascertaining needs of pupils	Minimal interest, skill, or ability in ascertaining pupil needs	Basic attention to needs of pupils	Frequent attention to needs of pupils	Consistent attention to needs of all pupils
B. Provides for Varied Learning Styles	No provision for varied learning styles	Minimal provision for varied learning styles	Basic provision for varied learning styles	Frequent provision for varied learning styles	Consistent provision for varied learning styles
C. Applies Learning Theories	No or inaccurate application of theories	Minimal application of theories	Basic application of theories	Frequent application of theories	Consistent application of theories
D. Provides for Multiple Levels of Thinking and Concept-Utilization	No provision for multiple levels of thinking or conceptualization	Minimal provision for multiple levels of thinking or conceptualization	Basic provision for multiple levels of thinking and conceptualization	Frequent provision for multiple levels of thinking and conceptualization	Consistent provision for multiple levels of thinking and conceptualization

Instructional Planning
The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Plans in Advance	No short or long-range planning	Minimal short or long-range planning	Basic short and long-range planning	Well-developed short and basic long-range planning	Well-developed short and long-range planning

B. Prepares High Quality Lesson Plans	Unclear purpose, organization, and detail	Sketchy purpose, organization, and detail	Clear purpose and organization, sufficient detail	Clear purpose, organization, detail, flexibility: provides for individuality
C. Incorporates and meets deadlines	Does not meet planning or preparation deadlines	Inconsistent in meeting, planning and preparation deadlines	Usually meets planning and preparation deadlines	<u>X</u> Consistently exceeds planning and preparation deadlines
D. Demonstrates Independence and Initiative	Relies on TAG partner to plan	Needs frequent input from TAG partner to plan	Plans many lessons independently	<u>X</u> Consistently plans independently, shares drafted plans with TAG partner for feedback
E. Acquires and Organizes Materials	Has difficulty acquiring and organizing materials	Needs assistance to acquire or organize materials	Is able to acquire and organize prepared materials	<u>X</u> Consistently supplements prepared materials and organizes well
				<u>X</u>

Use of Instructional Strategies
The teacher understands and uses a variety of instructional strategies.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Possesses Content Delivery Skills	Unable to present content in an effective manner	Strives to present content clearly	Presents clearly; attempts to make content relevant to students	Attempts to deliver content in a manner that facilitates active learning	Delivers content in a manner that facilitates active learning

X

B. Implements Course Goals and Objectives	Goals and objectives unclear or inappropriate	Works to use pre-established objectives when setting goals	Makes good use of objectives in accompanying materials when setting goals	Works to evaluate achievement based on course goals and objectives	Evaluates achievement based on course goals and objectives
C. Uses Introductory, Transitional, and Concluding Statements	Uses transition statements which are inconsistent and ineffective	Uses transition statements which are usually consistent, but appear mechanical	Understands and attempts to use transition statements which are relevant to learning and move the lesson fluently	Understands and generally evidences use of fluent, relevant transition statements	Use of transition statements is fluent, relevant to learning, and appears natural
D. Provides for Student Participation and Response	Does not plan for or effectively use pupil participation and response	Shows some effort to encourage participation and response	Attempts to elicit maximum participation and response	Works to encourage participation and response by all students	Constructs and manages an environment which provides for maximum student participation and response
E. Paces Instruction	Ineffective pacing	Shows some effort to pace instruction effectively	Sometimes paces instruction effectively	Often paces instruction effectively	Consistently paces instruction effectively
F. Responds to Students	Often ignores students or responds inappropriately	Shows some effort to respond promptly and appropriately	Sometimes prompt and always appropriate in responding to students	Always prompt and appropriate in responding to students	Always prompt and appropriate in responding to students: anticipates questions and needs.
G. Implements Varied Questioning Techniques	Does not demonstrate varied basic questioning techniques	Works to demonstrate varied basic questioning techniques	Demonstrates varied, basic questioning techniques	Beginning to demonstrate, varied, advanced questioning techniques	Consistently demonstrates varied, advanced questioning techniques

H. Adapts Teaching Style to Pupil Needs	Rarely adapts or relies on one style	Working to develop teaching style(s)	Sometimes adjusts teaching style to student needs	Well-developed teaching style; Consistently adjusts to student needs
			X	X

The Learning Environment and Classroom Management
The teacher creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Implements Diverse Classroom Management Strategies	Unable to maintain adequate classroom management	Beginning to work toward effective management strategies	Sometimes applies effective classroom management	Usually maintains effective classroom management using diverse strategies	Consistently implements classroom management techniques to stimulate learning environment
B. Handles Discipline Problems	Is unsuccessful in resolving discipline problems	Is beginning to recognize when appropriate disciplinary techniques are needed	Implements appropriate disciplinary techniques which produce desired results	Recognizes emerging discipline problems and implements effective, appropriate disciplinary techniques	Anticipates discipline problems; preventively implements effective, appropriate disciplinary techniques
C. Establishes expectations and holds students accountable	Rarely establishes expectations or holds students accountable	Recognizes the need for expectations and holds students accountable	Sets standards and strives to consistently hold students accountable for their work and behavior	Consistent and clear in establishing expectations and holding students accountable for their work and behavior	Consistent and clear in establishing and monitoring expectations and student accountability
				X	X

D. Implements Fairness and Equity	Shows bias or uses statements that result in unfairness	Recognizes need to be unbiased	Takes an unbiased approach to classroom interactions	Effectively models and is beginning to develop awareness of student bias in classroom interactions	Effectively models and encourages students to exhibit fairness and equity in classroom
E. Implements a Sound Classroom Climate	Not yet able to implement a sound classroom climate	Recognizes elements of sound classroom climate and is beginning to implement them	Maintains a positive classroom climate: few instances of negativism	X Maintains a consistently positive classroom climate	Facilitates student's desire to maintain a sound classroom climate
				X	

Use of Communication Strategies
The teacher uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Oral Communication Skills	Weak, monotonous or unexpressive voice	Working to develop oral communication skills	Pleasant, well modulated voice, adequate projection	Working to effectively vary vocal cues, rate, volume, enunciation	Effectively varies vocal cues, rate, volume, enunciation
B. Written Communication Skills	Disorganized or problems with spelling, grammar, mechanics	Working toward basic competence in organization, spelling, grammar, and/or mechanics	X Organized: proofs carefully to correct most spelling, grammar, and mechanics	Organized: accurate with spelling, grammar, and mechanics	Organized: excellent spelling, grammar, mechanics and overall style

X

C. Non-verbal Communication Skills	Negative, conflicting, or distracting non-verbal communication mannerisms	Working toward basic competence re: non-verbal communication	Basic competence: non-verbal supports verbal cues	Building on basic non-verbal competence to elicit natural, reciprocal communication	Non-verbal communication elicits natural, reciprocal communication
D. Standard English Proficiency	Frequent errors, grammatical mistakes, or inappropriate language for school setting	Working toward basic competence in standard English proficiency	Demonstrates basic competence in standard English	Building on standard English basics to be fluent, clear, expressive	<u>X</u> Demonstrates mastery of standard English: fluent, clear, expressive
E. Interpersonal Communication with Students	Lacks clarity in making explanations, fails to communicate effectively with students	Working toward basic competency in communicating with students	Usually communicates effectively with students	Communicates effectively with students, working toward depth and subtlety	<u>X</u> Models depth and subtlety in interpersonal communication with students
F. Language of Subject Matter	Uses language of subject matter incorrectly and seems unaware when students do so	Working toward basic competency in using and encouraging language of subject matter	Encourages appropriate usage of subject matter language	Encourages appropriate usage of subject matter language and strives to be a good model	<u>X</u> Consistently models and teaches appropriate usage of subject matter language

Use of Motivational Strategies

The teacher creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Involves Students in Classroom Activities	Classes are routine, often boring	Works to involve classes via questioning	Involves classes via questions	Involves classes via questions; working to add examples, personal experiences and anecdotes	Involves classes via questions, examples, personal experiences, and anecdotes
B. Provides a Stimulating Environment	Has difficulty establishing a stimulating environment	Working to establish a stimulating environment in routine circumstances	X Sometimes establishes a stimulating environment in routine circumstances	Working to establish a stimulating environment even in challenging circumstances	Establishes a stimulating environment even in challenging circumstances
C. Provides Motivational Activities	Unimaginative or inappropriate use of motivational activities	Working to incorporate motivational activities in standard curricular materials	X Integrates motivational activities in standard curriculum materials	Working to integrate diverse sources of motivational activities	Integrates diverse sources of motivational activities
D. Maintains Pupil Interest	Inadequate: discipline problems result	Working to maintain interest and decrease discipline problems in routine circumstances	X Maintains interest, few discipline problems in routine circumstances	Working to maintain interest, few discipline problems even in challenging circumstances	Maintains interest, few discipline problems even in challenging circumstances
Use of Technology					
The teacher integrates technology into classroom teaching.					
Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always

A. Employs Computer Technology in Teaching	Little or no demonstrated ability to employ computer technology	Working to improve limited ability to employ computer technology	X	Able to use computer technology and software provided	Works to locate software to meet individual and class needs	Proficient in location of software to meet individual and class needs
B. Approach to Computer Technology	Little or no demonstrated ability to use computers	Working to improve limited ability to employ technology	X	Takes direction in learning new technological skills	Works to model initiative and enthusiasm in learning new technological skills	Consistently models initiative and enthusiasm in learning new technological skills
C. Employs Multimedia	Little or no demonstrated ability to use multimedia	Working to improve limited ability to employ multimedia	X	Is able to use multimedia provided	Works to locate multimedia to meet individual and class needs	Proficient in location of multimedia to meet individual and class needs
D. Demonstrates word processing skills	Avoids using word processor	Uses word processor for simple documents	X	Uses word processor for most professional work	Designs authentic learning experiences requiring use word processor	Designs authentic learning experiences requiring diverse learners to use word processing
E. Uses Instructional software	Does not implement content-specific software	Indicates awareness of content-specific software	X	Implements simple content-specific software	Designs classroom activities to integrate content-specific software	Designs classroom activities for diverse ability learners that integrate content-specific software

X

Human Relations Skills
The teacher implements sound human relations and communication skills in order to foster productive, positive, learning communities.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Promotes Self-Confidence in Others	Rarely promotes self-confidence in others	Working to promote self-confidence in some students in some situations	Working to promote self-confidence in most students in most situations	Promotes self-confidence in most students in most situation	Promotes self-confidence in most students even in challenging situations
B. Establishes Relationships and Rapport	Inhibited; has difficulty initiating and/or maintaining comfortable relationships and rapport	Working to respond positively to overtures of others, attempts to establish productive relationships and rapport in routine situations	Able to respond positively to overtures of others and establish rapport and productive relationships in routine situations	X Reaches out to others to establish productive interactive relationships and rapport	Reaches out to others and establishes productive interactive relationships and rapport even in challenging situations
C. Uses Verbal and Non-Verbal Communication	Limited basic skills in verbal and non-verbal communication	Working to develop effective skills in both areas	Good skills in one area, working to develop the other	Strong skills in one area, good skills in the other	X Consistently strong, effective, congruent verbal and non-verbal communication
D. Provides Student Assistance	Rarely accessible for student assistance	Working to be accessible for student assistance	Accessible for assistance during scheduled times	Working to provide constant student encouragement and assistance throughout the workday.	X Provides constant student encouragement and assistance throughout the workday.
E. Promotes Classroom Harmony and Respect	Oblivious to a lack of classroom harmony and respect	Beginning to recognize importance of facilitating classroom harmony and respect	Recognizes importance of facilitating classroom harmony and respect	Facilitates classroom harmony and respect in most situations	X Facilitates classroom harmony and respect even in conflicted situations

F. Demonstrates Ability to Build Pupil Self-Concepts	Attributes little apparent importance to self-concept	Working to demonstrate ability to promote pupil self-concept in routine situations	Demonstrates ability to promote pupil self-concept in routine situations	Working to develop diverse, growing repertoire of ways to develop pupil self-concept	X Has diverse growing repertoire of ways to develop pupil self-concept

X

Professional Characteristics/Personal Qualities The teacher exhibits high quality characteristics in professional and personal demeanor.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Approaches Teaching Proactively	Demonstrates minimal drive and enthusiasm	Beginning to demonstrate drive and enthusiasm	Demonstrates drive and enthusiasm	Strives to demonstrate drive, industrious work ethic, and enthusiasm	Consistently demonstrates drive, industrious work ethic and enthusiasm
B. Learns from Experience	Repeats mistakes, evidences difficulty with experience-based learning	Occasionally able to learn from experience when experience is dramatic	Able to learn from teaching experiences	Learns from teaching experiences, demonstrates some insights into teaching	X Learns from teaching experiences, demonstrates deeper insight into teaching
C. Responds to Constructive Criticism and Feedback	Avoids or is unreceptive to constructive criticism; changes subject, shifts blame and rarely implements feedback	Beginning to accept constructive criticism; still offers excuses; sometimes implements feedback	Accepts constructive criticism; implements feedback	Beginning to elicit constructive criticism; implements feedback	X Elicits specific constructive criticism; implements feedback

D. Demonstrates Dependability	Limited dependability and/or follow through even with reminders	Working to be responsible and follow through, with reminders	Usually dependable and follows through; with occasional reminders	Working to be dependable and follow through without reminders	<u>X</u> Consistently dependable and follows through without reminders
E. Demonstrates Ethical Conduct	Difficulty verbalizing and evidencing high ethical standards	Verbalizes high ethical standards but rarely evidences them	Verbalizes high ethical standards and works to evidence them	Verbalizes and evidences high ethical standards in routine circumstances	<u>X</u> Verbalizes and evidences high ethical standards even in difficult situations
F. Projects a Positive Demeanor	Has difficulty appearing congenial and positive	Attempts to be congenial and positive in routine circumstances	Usually congenial and positive in routine circumstances	Working to be congenial and positive even in stressful circumstances	<u>X</u> Congenial and positive even in stressful circumstances
G. Demonstrates a Sense of Humor	Underdeveloped or inappropriate sense of humor	Working to develop appropriate sense of humor	Well developed sense of humor	Well developed sense of humor; working to implement in classroom interactions	<u>X</u> Well developed sense of humor; implements it appropriately in daily practice
H. Demonstrates Poise and Self-Confidence	Difficulty demonstrating poise and self-confidence even in routine situations	Working to demonstrate poise and self-confidence in routine situations	Demonstrates poise and self-confidence in routine situation	Working to demonstrate poise and self-confidence in routine and stressful situations	<u>X</u> Consistently demonstrate poise and self-confidence in routine and stressful situations
I. Demonstrates Flexibility	Difficulty demonstrating flexibility even in routine situations	Working to demonstrate flexibility in routine situations	Demonstrates flexibility in routine situations	Working to demonstrate flexibility in routine or new situations	<u>X</u> Demonstrates flexibility in routine or new situations

J. Demonstrates Approachability	Pupils tend to avoid student teacher	Beginning to be sought out by students in classroom settings	Sought out by students in classroom settings	Beginning to be sought out as confidant and classroom advisor	Often sought outside the classroom as confidant and advisor
---------------------------------	--------------------------------------	--	--	---	---

X

Rubric Vicki Wilson

Knowledge of Content

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught; creates learning experiences to make them meaningful to students.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Possesses Content Knowledge	Inaccurate or incomplete content knowledge, little or no effort to expand	Minimal knowledge, strives for basic content knowledge competence	Basic content knowledge, seeks out additional information	Advanced content knowledge, seeks out additional information	Extensive content knowledge, seeks out additional information
B. Integrate Knowledge into Instructional Objectives	Unable to use objectives in the development of a lesson	Attempts to use objectives in the development of a lesson	Uses objectives to develop an effective lesson	<u>X</u> Presents lesson objectives and strives to make them meaningful to students	Presents meaningful instructional objectives and continually reinforces them

X

C. Utilizes Teaching Resources	Ineffective use of manuals, texts, curriculum guides	Minimal use of teachers' manuals, texts, curriculum guides	Effective use of teachers' manuals, texts, curriculum guides	Supplements manuals, texts, curriculum guides	Extensive expansion of subject matter beyond manuals, texts, curriculum guides as resources
D. Extends Content Knowledge	Limited effort in class preparation	Minimal effort in class preparation	Strives to be current in class preparation	Strives to be current in class and researches special topics in depth	Consistently current in class preparation and background research

Knowledge of Learners and Learning Process
The teacher understands how children learn and differ in their approaches to learning; provides learning opportunities that support their development.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Meets Individual Pupil Needs	No interest, skill, or ability in ascertaining needs of pupils	Minimal interest, skill, or ability in ascertaining pupil needs	Basic attention to needs of pupils	Frequent attention to needs of pupils	Consistent attention to needs of all pupils
B. Provides for Varied Learning Styles	No provision for varied learning styles	Minimal provision for varied learning styles	Basic provision for varied learning styles	Frequent provision for varied learning styles	Consistent provision for varied learning styles
C. Applies Learning Theories	No or inaccurate application of theories	Minimal application of theories	Basic application of theories	Frequent application of theories	Consistent application of theories

D. Provides for Multiple Levels of Thinking and Concept-Utilization

No provision for multiple levels of thinking or conceptualization

Minimal provision for multiple levels of thinking or conceptualization

Basic provision for multiple levels of thinking and conceptualization

Frequent provision for multiple levels of thinking and conceptualization

Consistent provision for multiple levels of thinking and conceptualization

X

Instructional Planning
The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Plans in Advance	No short or long-range planning	Minimal short or long-range planning	Basic short and long-range planning	Well-developed short and basic long-range planning	Well-developed short and long-range planning
B. Prepares High Quality Lesson Plans	Unclear purpose, organization, and detail	Sketchy purpose, organization, and detail	Clear purpose and organization, sufficient detail	X Clear purpose, organization, detail and flexibility	Clear purpose, organization, detail, flexibility: provides for individuality
C. Incorporates and meets deadlines	Does not meet planning or preparation deadlines	Inconsistent in meeting, planning and preparation deadlines	Usually meets planning and preparation deadlines	Consistently meets planning and preparation deadlines	X Consistently exceeds planning and preparation deadlines
D. Demonstrates Independence and Initiative	Relies on TAG partner to plan	Needs frequent input from TAG partner to plan	Plans many lessons independently	Usually plans independently, shares drafted plans with TAG partner for feedback	X Consistently plans independently, shares drafted plans with TAG partner for feedback

E. Acquires and Organizes Materials

Has difficulty acquiring and organizing materials	Needs assistance to acquire or organize materials	Is able to acquire and organize prepared materials	Sometimes supplements prepared materials and organizes well	Consistently supplements prepared materials and organizes well
				X

X

Use of Instructional Strategies

The teacher understands and uses a variety of instructional strategies.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Possesses Content Delivery Skills	Unable to present content in an effective manner	Strives to present content clearly	Presents clearly; attempts to make content relevant to students	Attempts to deliver content in a manner that facilitates active learning	Delivers content in a manner that facilitates active learning
B. Implements Course Goals and Objectives	Goals and objectives unclear or inappropriate	Works to use pre-established objectives when setting goals	Makes good use of objectives in accompanying materials when setting goals	Works to evaluate achievement based on course goals and objectives	Evaluates achievement based on course goals and objectives
C. Uses Introductory, Transitional, and Concluding Statements	Uses transition statements which are inconsistent and ineffective	Uses transition statements which are usually consistent, but appear mechanical	Understands and attempts to use transition statements which are relevant to learning and move the lesson fluently	Understands and generally evidences use of fluent, relevant transition statements	Use of transition statements is fluent, relevant to learning, and appears natural

X

D. Provides for Student Participation and Response	Does not plan for or effectively use pupil participation and response	Shows some effort to encourage participation and response	Attempts to elicit maximum participation and response	Works to encourage participation and response by all students	Constructs and manages an environment which provides for maximum student participation and response
E. Paces Instruction	Ineffective pacing	Shows some effort to pace instruction effectively	Sometimes paces instruction effectively	Often paces instruction effectively	<u>X</u> Consistently paces instruction effectively
F. Responds to Students	Often ignores students or responds inappropriately	Shows some effort to respond promptly and appropriately	Sometimes prompt and always appropriate in responding to students	Always prompt and appropriate in responding to students	<u>X</u> Always prompt and appropriate in responding to students; anticipates questions and needs.
G. Implements Varied Questioning Techniques	Does not demonstrate varied basic questioning techniques	Works to demonstrate varied basic questioning techniques	Demonstrates varied, basic questioning techniques	Beginning to demonstrate, varied, advanced questioning techniques	<u>X</u> Consistently demonstrates varied, advanced questioning techniques
H. Adapts Teaching Style to Pupil Needs	Rarely adapts or relies on one style	Working to develop teaching style(s)	Sometimes adjusts teaching style to student needs	Well-developed teaching style: is working to adjust to student needs	<u>X</u> Well-developed teaching style, Consistently adjusts to student needs
Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always

The Learning Environment and Classroom Management
The teacher creates a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

A. Implements Diverse Classroom Management Strategies	Unable to maintain adequate classroom management	Beginning to work toward effective management strategies	Sometimes applies effective classroom management	Usually maintains effective classroom management using diverse strategies	Consistently implements classroom management techniques to stimulate learning environment
B. Handles Discipline Problems	Is unsuccessful in resolving discipline problems	Is beginning to recognize when appropriate disciplinary techniques are needed	Implements appropriate disciplinary techniques which produce desired results	Recognizes emerging discipline problems and implements effective, appropriate disciplinary techniques	<u>X</u> Anticipates discipline problems; preventively implements effective, appropriate disciplinary techniques
C. Establishes expectations and holds students accountable	Rarely establishes expectations or holds students accountable	Recognizes the need for expectations and holds students accountable	Sets standards and strives to consistently hold students accountable for their work and behavior	Consistent and clear in establishing expectations and holding students accountable for their work and behavior	<u>X</u> Consistent and clear in establishing and monitoring expectations and student accountability
D. Implements Fairness and Equity	Shows bias or uses statements that result in unfairness	Recognizes need to be unbiased	Takes an unbiased approach to classroom interactions	Effectively models and is beginning to develop awareness of student bias in classroom interactions	<u>X</u> Effectively models and encourages students to exhibit fairness and equity in classroom
E. Implements a Sound Classroom Climate	Not yet able to implement a sound classroom climate	Recognizes elements of sound classroom climate and is beginning to implement them	Maintains a positive classroom climate: few instances of negativism	Maintains a consistently positive classroom climate	<u>X</u> Facilitates student's desire to maintain a sound classroom climate
					<u>X</u>

Use of Communication Strategies
The teacher uses knowledge of communication techniques
to foster active inquiry, collaboration, and supportive interaction.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Oral Communication Skills	Weak, monotonous or unexpressive voice	Working to develop oral communication skills	Pleasant, well modulated voice, adequate projection	Working to effectively vary vocal cues, rate, volume, enunciation	Effectively varies vocal cues, rate, volume, enunciation
B. Written Communication Skills	Disorganized or problems with spelling, grammar, mechanics	Working toward basic competence in organization, spelling, grammar, and/or mechanics	Organized: proofs carefully to correct most spelling, grammar, and mechanics	<u>X</u> Organized: accurate with spelling, grammar, and mechanics	Organized: excellent spelling, grammar, mechanics and overall style
C. Non-verbal Communication Skills	Negative, conflicting, or distracting non-verbal communication mannerisms	Working toward basic competence re: non-verbal communication	Basic competence: non-verbal communication supports verbal cues	<u>X</u> Building on basic non-verbal competence to elicit natural, reciprocal communication	Non-verbal communication elicits natural, reciprocal communication
D. Standard English Proficiency	Frequent errors, grammatical mistakes, or inappropriate language for school setting	Working toward basic competence in standard English proficiency	Demonstrates basic competence in standard English	Building on standard English basics to be fluent, clear, expressive	<u>X</u> Demonstrates mastery of standard English: fluent, clear, expressive

E: Interpersonal Communication with Students

Lacks clarity in making explanations, fails to communicate effectively with students	Working toward basic competency with students	Usually communicates effectively with students	Communicates effectively with students, working toward depth and subtlety	Models depth and subtlety in interpersonal communication with students

X

F: Language of Subject Matter

Uses language of subject matter incorrectly and seems unaware when students do so	Working toward basic competency in using and encouraging language of subject matter	Encourages appropriate usage of subject matter language	Encourages appropriate usage of subject matter language and strives to be a good model	Consistently models and teaches appropriate usage of subject matter language

X

Use of Motivational Strategies

The teacher creates a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Involves Students in Classroom Activities	Classes are routine, often boring	Works to involve classes via questioning	Involves classes via questions	Involves classes via questions; working to add examples, personal experiences, and anecdotes	Involves classes via questions, examples, personal experiences, and anecdotes
B. Provides a Stimulating Environment	Has difficulty establishing a stimulating environment	Working to establish a stimulating environment in routine circumstances	Sometimes establishes a stimulating environment in routine circumstances	Working to establish a stimulating environment even in challenging circumstances	Establishes a stimulating environment even in challenging circumstances

X

X

C. Provides Motivational Activities	Unimaginative or inappropriate use of motivational activities	Working to incorporate motivational activities in standard curricular materials	Integrates motivational activities in standard curriculum materials	Working to integrate diverse sources of motivational activities	Integrates diverse sources of motivational activities
					X
D. Maintains Pupil Interest	Inadequate: discipline problems result	Working to maintain interest and decrease discipline problems in routine circumstances	Maintains interest, few discipline problems in routine circumstances	Working to maintain interest, few discipline problems even in challenging circumstances	Maintains interest, few discipline problems even in challenging circumstances
					X

Use of Technology
The teacher integrates technology into classroom teaching.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Employs Computer Technology in Teaching	Little or no demonstrated ability to employ computer technology	Working to improve limited ability to employ computer technology	Able to use computer technology and software provided	Works to locate software to meet individual and class needs	Proficient in location of software to meet individual and class needs
					X
B. Approach to Computer Technology	Little or no demonstrated ability to use computers	Working to improve limited ability to employ technology	Takes direction in learning new technological skills	Works to model initiative and enthusiasm in learning new technological skills	Consistently models initiative and enthusiasm in learning new technological skills
					X
C. Employs Multimedia	Little or no demonstrated ability to use multimedia	Working to improve limited ability to employ multimedia	Is able to use multimedia provided	Works to locate multimedia to meet individual and class needs	Proficient in location of multimedia to meet individual and class needs

X

D. Demonstrates word processing skills	Avoids using word processor	Uses word processor for simple documents	Uses word processor for most professional work	Designs authentic learning experiences requiring use word processor	Designs authentic learning experiences requiring diverse learners to use word processing
--	-----------------------------	--	--	---	--

X

E. Uses Instructional software	Does not implement content-specific software	Indicates awareness of content-specific software	Implements simple content-specific software	Designs classroom activities to integrate content-specific software	Designs classroom activities for diverse ability learners that integrate content-specific software
--------------------------------	--	--	---	---	--

X

Human Relations Skills
The teacher implements sound human relations and communication skills in order to foster productive, positive, learning communities.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Promotes Self-Confidence in Others	Rarely promotes self-confidence in others	Working to promote self-confidence in some students in some situations	Working to promote self-confidence in most students in most situations	Promotes self-confidence in most students in most situation	Promotes self-confidence in most students even in challenging situations

X

B. Establishes Relationships and Rapport	Inhibited; has difficulty initiating and/or maintaining comfortable relationships and rapport	Working to respond positively to overtures of others, attempts to establish productive relationships and rapport in routine situations	Able to respond positively to overtures of others and establish rapport and productive relationships in routine situations	Reaches out to others to establish productive relationships and rapport	Reaches out to others and establishes productive interactive relationships and rapport even in challenging situations
C. Uses Verbal and Non-Verbal Communication	Limited basic skills in verbal and non-verbal communication	Working to develop effective skills in both areas	Good skills in one area, working to develop the other	<u>X</u>	Consistently strong, effective, congruent verbal and non-verbal communication
D. Provides Student Assistance	Rarely accessible for student assistance	Working to be accessible for student assistance	Accessible for assistance during scheduled times	Working to provide constant student encouragement and assistance throughout the work day.	<u>X</u> Provides constant student encouragement and assistance throughout the work day.
E. Promotes Classroom Harmony and Respect	Oblivious to a lack of classroom harmony and respect	Beginning to recognize importance of facilitating classroom harmony and respect	Recognizes importance of facilitating classroom harmony and respect	Facilitates classroom harmony and respect in most situations	<u>X</u> Facilitates classroom harmony and respect even in conflicted situations
F. Demonstrates Ability to Build Pupil Self-Concepts	Attributes little apparent importance to self-concept	Working to demonstrate ability to promote pupil self-concept in routine situations	Demonstrates ability to promote pupil self-concept in routine situations	Working to develop diverse, growing repertoire of ways to develop pupil self-concept	<u>X</u> Has diverse growing repertoire of ways to develop pupil self-concept

X

Professional Characteristics/Personal Qualities
The teacher exhibits high quality characteristics

in professional and personal demeanor.

Demonstrated Characteristics	Rarely/Never	Sometimes	Average	Frequently	Always
A. Approaches Teaching Proactively	Demonstrates minimal drive and enthusiasm	Beginning to demonstrate drive and enthusiasm	Demonstrates drive and enthusiasm	Strives to demonstrate drive, industrious work ethic, and enthusiasm	Consistently demonstrates drive, industrious work ethic and enthusiasm
B. Learns from Experience	Repeats mistakes, evidences difficulty with experience-based learning	Occasionally able to learn from experience when experience is dramatic	Able to learn from teaching experiences	Learns from teaching experiences, demonstrates some insights into teaching	Learns from teaching experiences, demonstrates deeper insight into teaching
C. Responds to Constructive Criticism and Feedback	Avoids or is unresponsive to constructive criticism; changes subject, shifts blame and rarely implements feedback	Beginning to accept constructive criticism; still offers excuses; sometimes implements feedback	Accepts constructive criticism; implements feedback	Beginning to elicit constructive criticism; implements feedback	Elicits specific constructive criticism; implements feedback
D. Demonstrates Dependability	Limited dependability and/or follow through even with reminders	Working to be responsible and follow through with reminders	Usually dependable and follows through; with occasional reminders	Working to be dependable and follow through without reminders	Consistently dependable and follows through without reminders
E. Demonstrates Ethical Conduct	Difficulty verbalizing and evidencing high ethical standards	Verbalizes high ethical standards but rarely evidences them	Verbalizes high ethical standards and works to evidence them	Verbalizes and evidences high ethical standards in routine circumstances	Verbalizes and evidences high ethical standards even in difficult situations

F. Projects a Positive Demeanor	Has difficulty appearing congenial and positive	Attempts to be congenial and positive in routine circumstances	Usually congenial and positive in routine circumstances	Working to be congenial and positive even in stressful circumstances	Congenial and positive even in stressful circumstances
G. Demonstrates a Sense of Humor	Underdeveloped or inappropriate sense of humor	Working to develop appropriate sense of humor	Well developed sense of humor	Well developed sense of humor; working to implement in classroom interactions	<u>X</u> Well developed sense of humor; implements it appropriately in daily practice
H. Demonstrates poise and Self-Confidence	Difficulty demonstrating poise and self-confidence even in routine situations	Working to demonstrate poise and self-confidence in routine situations	Demonstrates poise and self-confidence in routine situation	Working to demonstrate poise and self-confidence in routine and stressful situations	Consistently demonstrate poise and self-confidence in routine and stressful situations
I. Demonstrates Flexibility	Difficulty demonstrating flexibility even in routine situations	Working to demonstrate flexibility in routine situations	Demonstrates flexibility in routine situations	Working to demonstrate flexibility in routine or new situations	<u>X</u> Demonstrates flexibility in routine or new situations
J. Demonstrates Approachability	Pupils tend to avoid student teacher	Beginning to be sought out by students in classroom settings	Sought out by students in classroom settings	Beginning to be sought out as confidant and classroom advisor	<u>X</u> Often sought outside the classroom as confidant and advisor

X

Vita

Jeffrey Wayne Woods was born December 27, 1974 in Kettering, Ohio. He graduated from Vandalia-Butler High School in May of 1993. In May of 1997 he graduated with a Bachelor of Science in Early Childhood Education from Lincoln Memorial University in Harrogate, Tennessee. He completed his Master's of Science degree from the University of Tennessee in August of 1998 and his PhD in Teacher Education in August of 2004.

In August of 1997, Jeff Woods was hired to teach academically gifted children in grades K-8 in Knoxville, Tennessee. He also taught for the Federal Programs at the University of Tennessee during his summers working for both the Pre-College and Academic Enrichment Programs. He also taught early childhood classes to future teachers at Pellissippi State Technical community College during the 2002-2003 school year.

In August of 2003, Woods left Knoxville, Tennessee after six years of teaching in the public schools and began teaching in Cumming, Georgia. He still teaches the academically gifted at the elementary level. Jeff is a member of the National Curriculum for the Social Studies and a member of the Phi Delta Kappa Honor's Society.

1624 4866 45
11/03/04 MAB