

## Gifted and Talented Program Self-Audit/Reflection

**Purpose:** Following recommendations of best practice, this self-audit is designed to focus conversations and reflections on the seven minimum requirements for a Talented and Gifted program according to Chapter 12 of the Iowa Administrative Code. This self-audit will encourage district conversations about ways to best meet the needs of gifted children K–12 and to determine what changes need to occur in teaching and programming in order to challenge children. **Each child has the right to learn every day in every classroom.** We challenge you to embrace this belief as you reflect on and assess your own program, the way in which it serves students' needs, and its effectiveness for children. We then ask you to go one step further and consider what can be done to *better* meet the needs of gifted and talented students in your district.

*“What gets measured gets done. Measurement is the heart of any improvement process. It must begin at the outside of the program, be visible, and be done by the natural work group itself.”*  
Tom Peters

**Procedure:** This self-audit/reflection is a blend of the Gifted and Talented Program Assessment Rubric developed by Karen Garvin and Chapter 12 of Iowa Code. The components of the Garvin Rubric are grouped and color-coded to correspond to the Chapter 12 sections. The title of each Chapter 12 section is found in the lower right corner of each page. The correspondence to colored sections is identified below. The last page of each colored section is an action-planning form for use in goal setting and program improvement. A summary page for each section is available electronically or in hard copy.

Collect the data and artifacts that will help you determine your current status\*. Use this information to identify strengths and areas for improvement in each of the Chapter 12 sub-sections. Please check off each of the following sections as they are completed.\*\*

<input type="checkbox"/>	Pink	Identification of students
<input type="checkbox"/>	Salmon	Goals and Performance measures
<input checked="" type="checkbox"/>	Yellow	Differentiated Program
<input type="checkbox"/>	Green	Staff Qualifications
<input type="checkbox"/>	Blue	Budget
<input type="checkbox"/>	Violet	In-service Design
<input type="checkbox"/>	Buff	Review and Evaluation
<input type="checkbox"/>	Ivory	Additional Quality Indicators of Best Practice

We would also encourage you to study the Gifted Program Standards from the National Association for Gifted Children. The additional information from the seven (7) NAGC tables will be valuable as “talking points” and will be helpful as you clarify each Chapter 12 sub-section. The Gifted Program Standards are found on the National Association for Gifted Children web site at [www.nagc.org](http://www.nagc.org).

\* Compile this information in a way that is meaningful for your district. One suggestion might be a notebook with tab dividers for each sub-section. Attach artifacts to document implementation. For further assistance with program planning consult *Designing Services and Programs for High Ability Learners* by Purcell and Eckert or contact your AEA Gifted and Talented Consultant.

\*\* The first time you use the Gifted and Talented Program Self-Audit/Reflection tool, completing all sections of the audit will organize your preparation for a Department of Education Site Visit. In subsequent years consider evaluating two (2) different sub-sections each year on a rotating basis. Including this rotation procedure in the District written Gifted and Talented Program Plan will meet the evaluation requirement of Chapter 12 (IAC) for Gifted and Talented as well as the G/T program evaluation component required in the CSIP.

## Programming

	Ideal	Acceptable	Needs Attention
<b>Alignment</b>	K-12 gifted and talented programming aligns target population (areas of giftedness served—general intellectual, specific ability aptitude, creativity, leadership, visual and performing arts), identification, curriculum, and instructional resources and practices.	A general alignment exists in at least two areas of giftedness served.	Programming needs to align with target population, identification, curriculum, and instructional resources and practices. This alignment is weak or evidence is non-existent.
K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please mark the box that reflects your current program status.

What do we do well?

What do we need to improve?

## Programming

	Ideal	Acceptable	Needs Attention
<b>Personalized Education Plan</b>	A district-wide P.E.P. format is developed for the g/t program. If a student is placed in the program, a P.E.P. is developed involving the student, classroom teacher, g/t teacher, and parents. Goals are established and the P.E.P. serves as a guide for providing services (including differentiation in the regular classroom), monitoring progress, collecting formative data, and evaluating effectiveness.	A P.E.P. is developed including these three components: 1. Assessment of needs (Identification Information) 2. Chronology of Services (Program Progress; Work Samples, Assessment, Comments) 3. Prescription (For the period covered by the P.E.P.) The P.E.P. is used for collecting cumulative data.	There is no method for data collection to document the goals for and individual student, the services a student receives, and progress toward goal attainment.
K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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What do we need to improve?

## Programming

	Ideal	Acceptable	Needs Attention
<b>Curriculum</b>	K-12 gifted and talented programming articulates <i>curriculum</i> , instructional resources and practices, and assessment of student progress. Objectives are consistent with the PEP goals. Curriculum introduces students to advanced concepts and content and offers students greater latitude of inquiry than is possible in the regular (core) curriculum.  Articulation of program goals across grade levels is evident.	K-12 gifted and talented programming is in place and available to the program teachers. Goals, objectives and student outcomes are stated and generally are connected to the actual delivery of services. A differentiated program is provided in response to the program plan.	Program teachers are autonomous, each planning services independent from other teachers. The program may lack consistency from teacher to teacher and skills, processes, content may differ significantly. Instructional services delivered have little relationship, if any, to the identified needs and characteristics of the students.
K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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What do we need to improve?

## Programming

	Ideal	Acceptable	Needs Attention
<b>Instructional Resources and Practices</b>	<p>K-12 gifted and talented programming articulates curriculum, <i>instructional resources and practices</i>, and assessment of student progress.. Activities are consistent with the PEP goals. Learning activities provide for the development of skills which are beyond the scope of the regular classroom. Program of instruction consists of appropriate curriculum and teaching strategies that reflect the accelerative pace, intellectual processes and creative abilities that characterize gifted and talented students.</p> <p>Articulation of program goals across grade levels is evident.</p>	<p>A sequential program is in place and available to the program teachers. Goals, objectives and student outcomes are stated and generally are connected to the actual delivery of services. A differentiated program is provided in response to the program plan.</p>	<p>Program teachers are autonomous, each planning services independent from other teachers. The program may lack consistency from teacher to teacher and skills, processes, content may differ significantly. Instructional services delivered have little relationship, if any, to the identified needs and characteristics of the students.</p>
K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Programming

	Ideal	Acceptable	Needs Attention
<b>Assessment of Student Progress</b>	K-12 gifted and talented programming articulates curriculum, instructional resources and practices, and <i>assessment of student progress</i> . Cognitive and affective aspects of student development are assessed. Student accomplishments resulting from program activity are assessed in a variety of ways with attention to alternative assessments such as rubrics, logs, and portfolios. Students are an integral part of the assessment process, using reflections and self-evaluation. Students are given credit/recognition for program participation. Data collected are used to refine and adjust the student's PEP	Processes for assessing student progress are clearly defined, using a mixture of traditional and alternative assessments. Student input is sought. Recognition for participation and accomplishments is given	Processes for assessing student progress are not clearly defined. Most assessment focuses on academic achievement only. Assessment procedure is predetermined and little flexibility exists for tracking student learning. Student achievements are not recognized.
K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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What do we need to improve?

## Programming

	Ideal	Acceptable	Needs Attention
<b>Affective Needs</b>	Attention is directed toward meeting students' social and emotional needs, particularly peer relationships. The school counselor is involved in social and emotional/affective programming in a proactive way. Programming provides opportunities for identified gifted students to spend time together for support.	The gifted and talented specialist is the primary provider of the affective component of gifted and talented services. He/She provides regular opportunities for students to engage in experiences to build social/emotional competence.	The focus of programming is entirely academic/cognitive. Students' affective needs are not consciously or explicitly addressed through programming.
K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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What do we need to improve?

## Programming

	Ideal	Acceptable	Needs Attention
<b>Affective Needs</b>	Counselors are aware of the unique needs of gifted students and provide assistance with social and emotional development, problems with underachievement, etc.	Counselors will work with g/t students who have problems, but not with a systematic developmental focus.	Counselors rarely have interest or time to assist with needs of g/t students.
K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Programming

	Ideal	Acceptable	Needs Attention
<b>Time</b>	Students are served by a variety of programming options for a sufficient portion of the regularly scheduled school time to insure that individual student goals are likely to be achieved.	Students and teachers feel that g/t programming options (e.g., working at an accelerated pace or differentiated level) is adequate, but would like an increase to improve quality of g/t services.	Insufficient amount of time is spent either in the g/t program or in the regular program which has been adjusted to meet student outcomes.
K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Programming

	Ideal	Acceptable	Needs Attention
<b>Regular Classroom</b>	G/T personnel and classroom teachers collaboratively plan ways to differentiate the school program (core) on a regular basis.	On their own, classroom teachers accept responsibility for differentiated programming for the gifted learners.	Little evidence is available to substantiate that classroom teachers are differentiating for gifted learners.
K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Programming

	Ideal	Acceptable	Needs Attention
<b>Balance</b>	The program strikes a balance between building a sound general educational foundation and providing opportunities for exploration and specialization. Students are guided into balanced programs neither overspecializing in nor neglecting activities necessary for the development of particular aptitudes. Those with other non-academic aptitudes or superior intellectual ability are guided into programs which develop these special aptitudes as well as their academic potential.	Although the students' involvement may seem to be unbalanced from time to time, when viewed over a period of time, an appropriate mixture of foundation and specialization is present.	Either the general programs or the special program is the primary focus resulting in the neglect of the other. Students specialize in an area of interest to such an extent they neglect attending to well rounded development.
K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Programming Prototypes

	Ideal	Acceptable	Needs Attention
<b>Grouping</b>	Flexibly grouping students for instruction in the areas of their special talents is an accepted practice in the regular education and g/t classrooms.	At times gifted students are grouped for instruction in the regular education and/or g/t classroom, depending on the teacher's motivation/initiative.	Resistance to grouping gifted students is apparent for both the regular classroom and the g/t teacher. The culture of the school does not support grouping of any kind.
K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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What do we need to improve?

## Programming Prototypes

	Ideal	Acceptable	Needs Attention
<b>Acceleration</b>	Advanced Placement (AP) classes and/or dual enrollment in college courses are available in a variety of areas for high school students. Acceleration to appropriate grade level or in designated subject areas is an approved policy. Classroom teachers accelerate instruction to the advanced levels of the students. Gifted high school students may enroll in additional classes and are encouraged to graduate earlier than usual. Policies and procedures are in place to support single-subject and whole-grade acceleration at all levels. These opportunities, policies, and procedures are communicated to parents, students, and staff.	Advanced Placement (AP) classes are available in several content areas. Students and parents are aware of the Post Secondary Enrollment Act and counseled about taking advantage of it. At times, students are accelerated in content areas or by grade, each case being considered on an individual basis. No policy exists. High school students experience flexibility in scheduling and administrative support for an accelerated program.	Advanced Placement (AP) classes do not exist. Students are not informed about the Post Secondary Enrollment Act. Scheduling policies are inflexible, not allowing for movement through the curriculum at a rapid pace. The only acceleration experienced is that facilitated by g/t personnel.
K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Programming Prototypes

	Ideal	Acceptable	Needs Attention
<b>Special Interest Activities</b>	G/T students are encouraged to enroll in school and out-of-school groups for special experiences in their area(s) of talent. They are encouraged to take courses in non-academic areas of talent or interest. Special activities such as seminars, independent study, discussion groups, and mentors meet special needs and interest areas. Participation in clubs and extra curricular activities is encouraged. A listing of the above opportunities is made available to parents, students, and staff.	G/T students are informed about special interest activities and invited to participate. Although an organized resources list is not available, the counselor and/or g/t teacher is aware of the opportunities and can advise students.	Students are “on their own” to locate special interest activities and become involved without facilitation by school personnel. The structure of the school day and established policies may interfere with student access and involvement.  These special interest activities are the only programming option offered for identified g/t students.
K–2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3–5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6–8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9–12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Programming Prototypes

	Ideal	Acceptable	Needs Attention
<b>Community Mentors</b>	A process is in place facilitating community experts to serve as mentors. Non-program teachers are available to share their areas of expertise. Parents support the program by volunteering in response to a formal request, organized and kept on file for periodic use.	Community mentors are used from time to time as the need arises; and classroom teachers assist students by serving as resources, although the procedure is loosely facilitated. Parents volunteer when contacted on a “need” basis but not in a systematic fashion.	Although the potential for human resources is apparent, few adults other than the g/t teachers are involved in the program or available to the students to mentor or share their expertise. Parent involvement is marginal.
K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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What do we do well?

What do we need to improve?

## Facilities/Equipment/Resources

	Ideal	Acceptable	Needs Attention
<b>Facilities</b>	Ample space is provided for the gifted students to meet and work; environment is aesthetically pleasing and conducive to quality performance and production; storage space is provided for materials and supplies. The “classroom” is expanded beyond the four walls, into the community. “Field trips” are supported in this endeavor.	Room space and storage are limited, but acceptable. Environment is relatively free from distractions and interruptions and pleasantly decorated. Most of the program takes place within the school building with occasional “trips” into the community.	Space is so limited and aesthetically unpleasant a positive learning environment is difficult to maintain. Storage space is unavailable or inadequate. All learning and program activities take place within the school building.
K–2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3–5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6–8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9–12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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What do we do well?

What do we need to improve?

# Gifted and Talented Self-Audit/Reflection Tool

## Action Planning Sheet

<b>Differentiated Program</b> There is a qualitatively differentiated program to meet the students' cognitive and affective needs 281—IAC 12.5(12) <b>Long Term Goal(s):</b>						
Short Term Goal Statement(s) to meet long term goal(s)	Specific Outcomes (Success Criteria)	Data Gathering Assessment Techniques	Timeline & Responsibility	Action Steps ("to do")	Support Needs	
					Items	Costs
	<i>Success will have been achieved when...</i>					

**Constant Conversation Questions**

1. What do data tell us about our student learning needs?
2. What do/will we do to meet student learning needs?
3. How do/will we know student learning has changed?
4. How will we evaluate our programs and services to ensure improved student learning?

*Adapted from the work of Peter Holly/New Iowa Schools Development Corp  
Heartland AEA 11, 2006 (LM/MS)*