

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 checked="" type="checkbox"/>	Salmon	Goals and Performance measures
<input 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.

* 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
Goals	Short term and long-range program goals appropriate for gifted learners are developed and reviewed on a regular basis and serve as a guide for the content of the gifted and talented program.	Program goals are set, periodically reviewed, and serve as a guide for program planning.	Program goals may be set, but are rarely referenced.
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
Goals	<p>Program goals reflect the following traits of high quality goals:</p> <p>Alignment—with learning needs of high ability learners, with general education goals but reflective of g/t students' needs, with district mission and conceptions of giftedness, and with Iowa Code (Ch. 12 IAC).</p> <p>Validity—measurable, delineated with objectives, worthy of attainment, reflective of best practices</p> <p>Comprehensiveness—address needs of all gifted learners, span K-12, include cognitive and affective</p> <p>Clarity—easily understandable, stated as outcomes, unambiguous and clear, measurable</p>	<p>Program goals reflect some characteristics of several of the traits of high quality goals. In the review and revision process, attention to these traits is necessary.</p>	<p>The traits of alignment, validity, comprehensiveness, and clarity need to be addressed in development of program goals.</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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Performance Measures	A clearly defined process for evaluating goal attainment is in place and is implemented regularly to determine progress toward goals. Goal/Indicator alignment provides the vehicle to answer the following questions about each goal: Have we attained the goal? At what level of quality have we attained the goal? Goals are evaluated and revised yearly.	Written indicators accompany each goal so progress toward attaining those goals may be evaluated. The indicators align with goals.	Indicators need to be developed to guide evaluation of 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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Gifted and Talented Self-Audit/Reflection Tool

Action Planning Sheet

Goals and Performance Measures						
There are goals and performance measures 281—IAC 12.5(12)						
Long Term Goal(s):						
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)*