

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 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.

Identification

	Ideal	Acceptable			Needs Attention		
Procedure	There is a written identification plan articulated K-12. This plan includes procedures for nomination, screening, and placement for gifted and talented services.	There is a written plan but each grade span/building goes its own way. One or more of the three plan components—nomination, screening, and placement—may be weak or missing.			The district has no formal identification plan. Students may be “placed in the gifted program” at the request of a parent, teacher, or the student with no systematic procedures being followed.		
K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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?

Identification

	Ideal	Acceptable				Needs Attention		
Procedure	Systematic and uniform identification procedures are established including multiple criteria, both objective and subjective, and appropriate for areas of giftedness included in the program.	Systematic identification procedures being used include multiple criteria, both subjective and objective.				Although a system exists, identification procedures are difficult to explain (to those not involved in the program) because they are not clearly defined.		
K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Identification

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Nomination	Students can be nominated in a variety of ways by a variety of sources beginning the process for determining appropriate programming.	Two to three avenues for nomination are available. Data are collected on nominated students.	Generally, one procedure for nominating students and collecting data is followed.
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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Identification

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Screening	Careful attention is given by a committee to fairly assess each student nominated for the gifted program, regardless of the source of nomination.	Students nominated for the gifted program are assessed by at least two people using all available data for possible placement in the program.	One person is responsible for screening nominations and further collection of data.
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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Identification

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Placement	Identification culminates in planning an educational program to meet the student's defined needs. This educational program is outlined and documented in a P.E.P. Data collected are used to specify student's area(s) of giftedness (general intellectual, creativity, leadership, visual/performing arts, and specific ability aptitude) and the educational program is directly responsive to the area(s) of identified giftedness.	Identification is culminated by planning an educational program to meet the needs of students placed in the program. Student's program may or may not be outlined and documented in a P.E.P. Programming shows a loose and, at times, unclear connection to area(s) of giftedness.	A decision is made as to whether or not a student will be placed in the gifted program. Minimum communication follows. Identification for services has little impact on the student's educational program. Students are presented with a one-size-fits-all program that is unrelated to area(s) of giftedness.
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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Identification

	Ideal	Acceptable	Needs Attention
Minorities	Minorities are identified for the program in the same ratio as are found in the student population. Culturally fair methods and procedures are in place.	Attention is given to the nomination and placement of minority students attempting to identify the same ratio as found in the student population. Alternate methods and instruments are used.	Alternate methods and instruments for identifying minority students for the gifted program do not exist.
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?

Identification

	Ideal	Acceptable	Needs Attention
English Language Learners	English language learners are identified for the program in the same ratio as are found in the student population. Culturally fair methods and procedures are in place.	Attention is given to the nomination and placement of English language learners attempting to identify the same ratio as found in the student population. Alternate methods and instruments are used.	Alternate methods and instruments for identifying English language learners for the gifted program do not exist.
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?

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Gifted and Talented Self-Audit/Reflection Tool

Action Planning Sheet

Identification There are valid and systematic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population 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)*