

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 checked="" 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.

Evaluation

| | Ideal | Acceptable | Needs Attention |
|----------------|---|---|--|
| Student | Cognitive and affective aspects of student development are evaluated. 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 evaluation process, using reflections and self-evaluation. Students are given credit/recognition for program participation. | Processes for evaluating 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 evaluating student progress are not clearly defined. Most evaluation focuses on academic achievement only. Evaluation 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"/> |

Please mark the appropriate box that reflects your current program.

What do we do well?

What do we need to improve?

Evaluation

| | Ideal | Acceptable | Needs Attention |
|----------------|--|---|--|
| Program | Summative evaluation is conducted on a yearly basis to measure program effects and provide for program improvements. Attention is given to each program area where goals and objectives have been established. Formative evaluation, conducted on an on-going basis, provides data for program adjustments. Sources of feedback in addition to administrators include students/parents/teachers in and not in the g/t program. G/T teachers collaborate on formative data collection which drives adjustments to the program. | A plan is in place for regularly scheduled summative evaluation. Teachers spend time individually and collectively in formative assessment, collecting data, discussing program implications and implementing adjustments. | The program is not evaluated in any systematic way. Pieces of the program may be scrutinized as questions or problems arise; adjustments may follow. No procedure is in place to deal with these situations, but each is handled as a separate entity. |
| 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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| Records | Record keeping is monitored for accuracy and completeness. P.E.P.'s and cumulative records are kept up to date. Cumulative records are transmitted to the next school or grade and teachers are notified of talented students in their classes. If records are maintained in the g/t office, classroom teachers are notified of the procedure for access. If a student moves from the district, a procedure is established for passing on adequate information about the student's g/t program to increase the chances of a smooth transition to the new school. | A yearly audit is conducted to ascertain the quality of record keeping. P.E.P.'s are filled out and filed for use by g/t teachers. Classroom teachers are notified of talented students in their classrooms. When students move from building to building or to a new district, records follow the student. | The program has a loosely designed system for keeping records on students. Each teacher is responsible for keeping records and little attention is given to formalizing the procedure. Records are sent to a new school if requested, but the gifted program participation information may or may not be included. |
| 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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| Post Graduation | Contact with g/t students is maintained after high school graduation to ascertain achievement and evaluate program effectiveness. | Informal contact with students after graduation from high school provides feedback about program effectiveness. | No attempt is made to collect feedback from graduate in either a formal or informal way. |
| 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

| Review and Evaluation Each school district shall review and evaluate its gifted and talented programming 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)*