

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 checked="" 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.

Personnel

	Ideal	Acceptable	Needs Attention
Job Description	All g/t personnel roles are delineated. Coordination and teaching responsibilities are clearly defined and assigned.	Coordination and teaching responsibilities are assigned, but may be a bit vague in their descriptions.	Responsibilities for g/t personnel need clarification. They should be delineated and assigned to specific job roles.
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?

Personnel

	Ideal	Acceptable	Needs Attention
Time	Obviously, there is the expectation that g/t personnel have designated time on the schedule to perform professional tasks in addition to teaching (e.g., contacting/meeting with parents, collaborating with classroom teachers, student advocacy, program planning with student and counselor, etc.).	Although program plans include a listing of the professional responsibilities, the expectation that time be reserved for such is not observable.	G/T personnel are scheduled so tightly, fulfilling multiple responsibilities is quite difficult.
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?

Personnel

	Ideal	Acceptable	Needs Attention
Preparation	Program personnel are well-grounded in knowledge about gifted education. They hold the State of Iowa Gifted and Talented Endorsement.	Program personnel have a base of knowledge about gifted education and are working toward the State of Iowa Gifted and Talented Endorsement.	Background and knowledge are inadequate—attention needs to be given to building a solid foundation. Program personnel continue to teach under the “grandfather clause.”
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?

Personnel

	Ideal	Acceptable	Needs Attention
Skills	Personnel have skills that qualify them for their unique role: interpersonal relations; dedication to growth and self-improvement; flexible and creative; team player; open to new ideas, etc. Personnel believe in the need for programming and services for gifted children and have a passion for the field.	Many of the skills needed to adequately fill this role are present. Attempts are being made to increase skills that are inadequate.	Skills of personnel obviously lacking, need to be defined and goals set for improvement in the established areas. Personnel lack the belief in and passion for the field.
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?

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Action Planning Sheet

Staff Qualifications There are stated qualifications of personnel administering the program 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)*