

Snapshot Survey of PK-Grade 12 Gifted Education Programming Effectiveness Factors

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Snapshot Survey of PK-Grade 12 Gifted Education Programming Effectiveness Factors

Standard 1	Question 1				Question 2				Question 3				Are there policy implications?
	To what extent do we engage in this behavior or address this issue?				How much will a change in our practices on this item increase access or the academic achievement of our students?				How much effort will it take to significantly change our practices regarding this issue?				
Gifted Education Program Standard 1: Learning and Development	Not at all			To a great extent	Not at all			To a great extent	Not at all			To a great extent	
EVIDENCE-BASED PRACTICES IN MY SCHOOL	1	2	3	4	1	2	3	4	1	2	3	4	
1.1.1 Educators engage students with gifts and talents in identifying interests, strengths, and gifts.													
1.1.2 Educators assist students with gifts and talents in developing identities supportive of achievement.													
1.2.1 Educators develop activities that match each student's developmental level and culture-based learning needs.													
1.3.1 Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities and strengths.													
1.3.2. Educators model respect for individuals with diverse abilities, strengths, and goals.													
1.4.1 Educators provide role models (e.g., through mentors, bibliotherapy) for students with gifts and talents that match their abilities and interests.													
1.4.2 Educators identify out-of-school learning opportunities that match their abilities and interests.													

	Question 1				Question 2				Question 3				Policy
	1	2	3	4	1	2	3	4	1	2	3	4	
EVIDENCE-BASED PRACTICES IN MY SCHOOL													
1.5.1. Educators collaborate with families in accessing resources to develop their child's talents.													
1.6.1. Educators design interventions to develop cognitive and affective growth that are based on research of effective practices.													
1.6.2. Educators develop specialized intervention services for students with gifts and talents who are underachieving and are now learning and developing their talents.													
1.7.1 Teachers enable students to identify their preferred approaches to learning, accommodate these preferences, and expand them.													
1.8.1. Educators provide students with college and career guidance that is consistent with their strengths.													
1.8.2. Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness.													

Standard 2	Question 1				Question 2				Question 3				Are there policy implications?
	To what extent do we engage in this behavior or address this issue?				How much will a change in our practices on this item increase access or the academic achievement of our students?				How much effort will it take to significantly change our practices regarding this issue?				
Gifted Education Program Standard 2: Assessment	Not at all			To a great extent	Not at all			To a great extent	Not at all			To a great extent	
EVIDENCE-BASED PRACTICES IN MY SCHOOL	1	2	3	4	1	2	3	4	1	2	3	4	
2.1.1. Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.													
2.1.2. Educators provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.													
2.2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.													
2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.													
2.2.3 Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose.													
2.2.4. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning.													

EVIDENCE-BASED PRACTICES IN MY SCHOOL	Question 1				Question 2				Question 3				Policy
	1	2	3	4	1	2	3	4	1	2	3	4	
2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.													
2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.													
2.3.1. Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats.													
2.3.2. Educators understand and implement district and state policies designed to foster equity in gifted programming and services.													
2.3.3. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.													
2.4.1. Educators use differentiated pre- and post-performance-based assessments to measure the progress of students with gifts and talents.													
2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents.													
2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents.													
2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention.													

	Question 1				Question 2				Question 3				Policy
	1	2	3	4	1	2	3	4	1	2	3	4	
EVIDENCE-BASED PRACTICES IN MY SCHOOL													
2.4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.													
2.5.1. Educators ensure that the assessments used in the identification and evaluation processes are reliable and valid for each instrument's purpose, allow for above-grade-level performance, and allow for diverse perspectives.													
2.5.2. Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.													
2.5.3. Educators assess the quantity, quality, and appropriateness of the programming and services provided for students with gifts and talents by disaggregating assessment data and yearly progress data and making the results public. (PK-12: 4.0)													
2.6.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.													
2.6.2. The evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional development, (g) parent/guardian and community involvement, (h) programming resources, and (i) programming design, management, and delivery.													
2.6.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.													

<p style="text-align: center;">Standard 3</p>	<p>Question 1</p> <p>To what extent do we engage in this behavior or address this issue?</p>				<p>Question 2</p> <p>How much will a change in our practices on this item increase access or the academic achievement of our students?</p>				<p>Question 3</p> <p>How much effort will it take to significantly change our practices regarding this issue?</p>				<p>Are there policy implications?</p>
<p>Gifted Education Program Standard 3: Curriculum Planning and Instruction</p>	Not at all			To a great extent	Not at all			To a great extent	Not at all			To a great extent	
<p>EVIDENCE-BASED PRACTICES IN MY SCHOOL</p>	1	2	3	4	1	2	3	4	1	2	3	4	
<p>3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans.</p>													
<p>3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.</p>													
<p>3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners.</p>													
<p>3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.</p>													
<p>3.1.5. Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring.</p>													
<p>3.1.6. Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate.</p>													
<p>3.1.7. Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional.</p>													

	Question 1				Question 2				Question 3				Policy
	1	2	3	4	1	2	3	4	1	2	3	4	
EVIDENCE-BASED PRACTICES IN MY SCHOOL													
3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.													
3.2.2. Educators use metacognitive models to meet the needs of students with gifts and talents.													
3.3.1. Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to their diversity.													
3.3.2. Educators use school and community resources that support differentiation.													
3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.													
3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents.													
3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents.													
3.4.3. Educators use problem-solving models strategies to meet the needs of students with gifts and talents.													
3.4.4. Educators use inquiry models to meet the needs of students with gifts and talents.													
3.5.1. Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents.													
3.5.2. Educators integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g. biography study or speakers.													
3.5.3. Educators use curriculum for deep explorations of cultures, languages, and social issues related to diversity.													
3.6.1. Teachers and administrators demonstrate familiarity with sources for high-quality resources and materials that are appropriate for learners with gifts and talents.													

Standard 4	Question 1				Question 2				Question 3				Are there policy implications?
	To what extent do we engage in this behavior or address this issue?				How much will a change in our practices on this item increase access or the academic achievement of our students?				How much effort will it take to significantly change our practices regarding this issue?				
Gifted Education Program Standards 4: Learning Environments	Not at all			To a great extent	Not at all			To a great extent	Not at all			To a great extent	
EVIDENCE-BASED PRACTICES IN MY SCHOOL	1	2	3	4	1	2	3	4	1	2	3	4	
4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.													
4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models.													
4.1.3. Educators create environments that support trust among diverse learners.													
4.1.4. Educators provide feedback that focuses on effort, on evidence of potential to meet high standards, and on errors as learning opportunities.													
4.1.5. Educators provide examples of positive coping skills and opportunities to apply them.													
4.2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction.													
4.2. 2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.													
4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.													

	Question 1				Question 2				Question 3				Policy
4.3.1 Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility.													
4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.													
4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.													
4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages.													
4.4.2. Educators sanction discriminatory language and behavior and model appropriate strategies.													
4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.													
4.5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s).													
4.5.2. Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students' cultural context.													
4.5.3. Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.													

Standard 5	Question 1				Question 2				Question 3				Are there policy implications?
	To what extent do we engage in this behavior or address this issue?				How much will a change in our practices on this item increase access or the academic achievement of our students?				How much effort will it take to significantly change our practices regarding this issue?				
Gifted Education Program Standard 5: Programming	Not at all			To a great extent	Not at all			To a great extent	Not at all			To a great extent	
EVIDENCE-BASED PRACTICES IN MY SCHOOL	1	2	3	4	1	2	3	4	1	2	3	4	
5.1.1. Educators regularly use multiple alternative approaches to accelerate learning.													
5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.													
5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.													
5.1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study.													
5.1.5. Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high level programming.													
5.1.6. Administrators demonstrate support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that learners with gifts and talents receive appropriate educational services.													
5.2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.													

	Question 1				Question 2				Question 3				Policy
	1	2	3	4	1	2	3	4	1	2	3	4	
EVIDENCE-BASED PRACTICES IN MY SCHOOL													
5.3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating.													
5.4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services.													
5.5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK-12.													
5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education.													
5.7.1. Educators provide professional guidance and counseling for individual student strengths, interests, and values.													
5.7.2. Educators facilitate mentorships, internships, and vocational programming experiences that match student interests and aptitudes.													

Standard 6	Question 1				Question 2				Question 3				Are there policy implications?
	To what extent do we engage in this behavior or address this issue?				How much will a change in our practices on this item increase access or the academic achievement of our students?				How much effort will it take to significantly change our practices regarding this issue?				
Gifted Education Program Standard 6: Professional Development	Not at all			To a great extent	Not at all			To a great extent	Not at all			To a great extent	
EVIDENCE-BASED PRACTICES IN MY SCHOOL	1	2	3	4	1	2	3	4	1	2	3	4	
6.1.1. Educators systematically participate in ongoing, research- supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and programming.													
6.1.2. The school district provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.													
6.1.3. Educators participate in ongoing professional development addressing key issues and trends in gifted education such as anti-intellectualism and equity and access.													
6.1.4. Administrators provide human and material resources needed for professional development in gifted education (e.g. release time, funding for continuing education, substitute support, webinars, or mentors).													
6.1.5. Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents.													
6.2.1. Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents.													
6.3.1. Educators assess their instructional practices and continue their education in school district staff development, professional organizations, and higher education settings based on these assessments.													

	Question 1				Question 2				Question 3				Policy
6.3.2. Educators participate in professional development that is sustained over time, that includes regular follow-up, and that seeks evidence of impact on teacher practice and on student learning.													
6.3.3. Educators use multiple modes of professional development delivery including online courses, online and electronic communities, face-to-face workshops, professional learning communities, book talks, etc.													
6.3.4. Educators identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans.													
6.4.1. Educators respond to cultural and personal frames of reference when teaching students with gifts and talents.													
6.4.2. Educators comply with rules, policies, and standards of ethical practice.													