Master Checklist of Gifted Program Elements for Self-Assessment

Program Design Items	No Evidence	Some Evidence	In Place	Comments
1. There is a written philosophy and/or mission statement related to gifted students.				
2. There is a written definition of which students the district considers to have what particular needs that require specialized services.				
3. There are written goals and objectives for these services.				
4. There is a written description of the services to be provided for the described students at each grade level and in each area served.				
5. Services provided align with how giftedness is defined.				
6. Gifted students are grouped together for instruction in their area(s) of talent.				
7. Services are constructed so that there is a continuum of services to meet the broad range of needs of individual gifted students.				
8. Policies are in place to allow early entrance, grade skipping, subject skipping, early credit, and early graduation according to individual student need.				
9. The roles of personnel at the district, the building and the classroom are clearly defined.				
10. A district-wide stakeholder group exists and meets on a regular basis to review the district services for gifted students.				

Identification Items	No Evidence	Some Evidence	In Place	Comments
11. The district uses a norm-referenced measure of ability in each of the areas for which program services are offered (i.e. math, language arts).				
12. The district uses a norm-referenced measure of achievement with adequate ceilings to assess achievement above grade level in each of the areas for which program services are offered.				
13. The district uses qualitative indicators of ability to perform in each of the areas for which program services are offered.				
14. The procedures ensure that all students have an opportunity to be nominated for screening by publicizing the process and receiving nominations from all stakeholder groups.				
15. Students are identified in all grade levels for which services are provided.				
16. The formal identification process is repeated at targeted grade levels including (but not limited to) kindergarten, 2nd grade, prior to placement for middle school, and prior to placement in high school.				
17. The appeals process is publicized.				
18. The appeals process allows for students to take alternative ability, achievement, and/or qualitative measures at no cost to the family.				
19. The exit procedure includes period of intervention no less than one grading period to determine of student can be successful in the program with supports.				
Curriculum and Instruction Items	No Evidence	Some Evidence	In Place	Comments
20. There is a written curriculum in core subject areas and other areas served by the district that is specific to students identified as gifted K-12.				
21. Student learning goals are clear, and evidence of how the learning will be demonstrated is clearly stated.				

	No Evidence	Some Evidence	In Place	Comments
22. The written curriculum has clear evidence of vertical articulation from grade to grade and K-12.				
23. There is clear evidence of acceleration of curriculum in areas served.				
24. There is clear evidence of enrichment of curriculum in areas served.				
25. Instruction and learning experiences are clearly differentiated to focus on higher order thinking.				
26. There is evidence of teaching of communication, collaboration, research, critical thinking, problem solving.				
27. The pace of instruction is appropriate for gifted students.				
28. There is evidence of student use of technology for creating content, learning content, and communicating content.				
29. Assessments are aligned to curriculum goals.				
30. Pre-assessment is used to determine individual instructional plans.				
31. Post-assessment is used to demonstrate student growth and attainment of stated learning goals.				
Affective Needs Items	**No Evidence**	**Some Evidence**	**In Place**	**Comments**
32. A written, differentiated, affective curriculum is available and used by teachers that addresses social and emotional needs of gifted students.				
33. Affective curriculum teaches students about social and emotional characteristics as well as potential issues they may face.				
34. Documentation of differentiated college guidance for gifted students is available (e.g. fieldtrips, independent study projects, speakers, or shadowing experiences pertaining to college exploration).				
35. Documentation of differentiated career guidance for gifted students is available (e.g. fieldtrips, independent study projects, mentors, speakers,				

or shadowing experiences pertaining to college exploration).				

Professional Development Items	**No Evidence**	**Some Evidence**	**In Place**	**Comments**
36. Personnel working with gifted students are provided with opportunities for continuing professional development in the area of gifted education.				
37. Parents of gifted students are provided with opportunities for professional development about the characteristics and needs of this population.				

Program Evaluation Items	**No Evidence**	**Some Evidence**	**In Place**	**Comments**
38. The district uses multiple strategies to assess gifted student performance and growth.				
39. All components of the high ability program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program improvement.				
40. The evaluation report for all educational services involving gifted students includes both strengths and areas of challenge of the program and is accompanied by a plan with implications for improvement and renewal over time.				
41. The results of the program evaluation are presented to the local school board, the stakeholder group, and accessible to all constituencies of the program.				