

Gifted Program Monitoring Documentation Guide



Gifted Education Programming Criterion I: Curriculum and Instruction

Description: Gifted education services shall include curricular and instructional opportunities directed to the unique needs of the gifted students.

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets Minimum Standard	Level 3 Above Standard	Level 4 Exemplary
<p>1. The local gifted education program shall provide a qualitatively different educational experience in addition to and different from the regular program of instruction.</p>	<p>1.1 The gifted education program does NOT provide to identified gifted students a qualitatively different learning experience designed to meet the special needs of gifted students.</p>	<p>1.2 The gifted education program provides to identified gifted students a qualitatively different learning experience designed to meet the special needs of gifted students.</p>	<p>1.3 In addition to level 2, there is evidence that identified gifted students' individual needs, interests, and learning styles have been determined and that curriculum and instruction have been modified accordingly.</p>	<p>1.4 In addition to level 3, the information collected is shared with all school personnel responsible for the appropriate education of the individual students.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Instructional Management Plan IMP Newsletters Planning Guides</i></p>	<p><i>Scope & Sequence Completed Inventories Student Work Samples Independent Study Contracts</i></p>	<p><i>Emails, Letter from Teachers, Meeting Documentation</i></p>
<p>2. Differentiated curriculum shall be provided for identified gifted students.</p>	<p>2.1 No differentiated curriculum is provided for gifted learners.</p>	<p>2.2 The district's Instructional Management Plan for gifted students provides for differentiated curriculum that is in compliance with SBE policy and state law.</p>	<p>2.3 In addition to level 2, the Instructional Management Plan is reviewed and updated annually based upon the results of the gifted program evaluation.</p>	<p>2.4 In addition to level 3, gifted students, parents, and community leaders are involved in the development of the Instructional Management Plan.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>IMP Scope and Sequence</i></p>	<p><i>Revision Dates on IMP</i></p>	<p><i>Annual Surveys Updated Goals</i></p>
<p>3. The local district shall provide opportunities for high ability learners that include grade acceleration, subject acceleration, curriculum compacting, mentorships, and/or dual enrollment.</p>	<p>3.1 The district does not publicize options for high ability students and does not consider parental requests.</p>	<p>3.2 The district publicizes options for high ability students and gives consideration to parental requests for such on a student-by-student basis.</p>	<p>3.3 In addition to level 2, school personnel approach parents of individual students suggesting one or more of the options.</p>	<p>3.4 In addition to level 3, all of the stated options for high ability students are publicized and available within the district, and students are considered based on individual needs and strengths.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Schedules Letter from Counselor</i></p>	<p><i>Conference Minutes</i></p>	<p><i>Website</i></p>

Gifted Education Programming Criterion I: Curriculum and Instruction (*Continued*)

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets Minimum Standard	Level 3 Above Standard	Level 4 Exemplary
<p>4. The program of instruction provided to gifted students shall be based on the mastery of the MDE gifted program outcomes.</p>	<p>4.1 The district's Instructional Management Plan is not based on the mastery of MDE gifted program outcomes.</p>	<p>4.2 The district has developed and implemented an Instructional Management Plan that includes a scope and sequence of process skills as defined in the MDE gifted program outcomes.</p>	<p>4.3 In addition to level 2, the program of instruction is regularly modified to meet the individual needs of the gifted students.</p>	<p>4.4 In addition to level 3, students demonstrate continual growth toward mastery of the process skills in the Instructional Management Plan, and are able to appropriately apply the process skills to real life situations/problems.</p>
<i>Documentation may include but it not limited to:</i>		<i>IMP Scope & Sequence</i>	<i>Revision Dates Individual Examples Noted</i>	<i>Classroom Examples of: Problem Based Learning Simulations</i>
<p>5. Career exploration and life skills shall be an integral part of the differentiated program of instruction for all gifted students.</p>	<p>5.1 Career exploration and life skills are NOT included in the district's Instructional Management Plan for gifted students.</p>	<p>5.2 Career exploration and life skills are included in the district's Instructional Management Plan for gifted students.</p>	<p>5.3 In addition to level 2, personnel in the gifted education program assist in establishing contacts for mentorship experiences for gifted students.</p>	<p>5.4 In addition to level 3, internships are facilitated at an appropriate age in order to provide career exploration experiences based on the specific needs and interests of gifted students.</p>
<i>Documentation may include but it not limited to:</i>		<i>IMP</i>	<i>Classroom Examples of: Guest Speakers/ Mentors</i>	<i>Summer Opportunities (Note: Appropriate Age) Record of Internships</i>
<p>6. Visual and performing arts shall be included in the differentiated program of instruction for gifted students.</p>	<p>6.1 Visual and performing arts are NOT included in the program of instruction for gifted students.</p>	<p>6.2 The district's Instructional Management Plan for the gifted program includes a differentiated program of instruction that exposes students to the visual and performing arts.</p>	<p>6.3 In addition to level 2, the visual and performing arts are an integral part of the instruction.</p>	<p>6.4 In addition to level 3, the program provides opportunities for students to analyze and appropriately apply components of the visual and performing arts.</p>
<i>Documentation may include but it not limited to:</i>		<i>Materials Included in Units/Lessons: Videos, Art Prints, Books, etc</i>	<i>Student Created Products</i>	<i>Class & Community Presentations Sponsored Events Community Service Projects</i>

Gifted Education Programming Criteria II: Program Administration and Management

Description: Appropriate gifted education programming must include the establishment of a systemic means of developing, implementing, and managing services.

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets Minimum Standard	Level 3 Above Standard	Level 4 Exemplary
1. Appropriately qualified personnel shall direct services for the education of gifted students.	1.1 None of the district's designated gifted education contact person(s) holds a gifted endorsement.	1.2 At least one of the district's designated gifted education contact persons holds a gifted endorsement.	1.3 In addition to level 2, at least one gifted contact person possesses a minimum of three years teaching experience in an approved gifted education program.	1.4 In addition to level 3, the gifted contact person or coordinator has completed an advanced degree program in gifted education and/or holds an administrative endorsement.
<i>Documentation may include but it not limited to:</i>		<i>Educator Licenses</i>	<i>Educator Licenses Resume of Contact/s</i>	<i>Educator Licenses</i>
2. Gifted programming shall be an integral part of the district's overall educational offerings, providing gifted students a minimum of 240 minutes per week of services in an approved gifted education program.	2.1 Gifted students do NOT receive a minimum of 240 minutes per week of services in an approved gifted education program.	2.2 Gifted students receive at a minimum the <i>mandated</i> 240 minutes per week of services in an approved gifted education program.	2.3 In addition to level 2, districts provide the <i>recommended</i> 300 minutes per week of gifted services and there is evidence of collaboration among building administrators, gifted program teachers, and general education teachers to identify and make curricular modifications that address the specific needs of gifted students.	2.4 In addition to level 3, the local school board has adopted a policy reflecting support of gifted education as an integral part of the district's overall educational offerings.
<i>Documentation may include but it not limited to:</i>		<i>Schedules</i>	<i>Schedules Record of Collaboration and Modifications</i>	<i>Copy of Policy</i>

Gifted Education Programming Criterion II: Program Administration and Management *(Continued)*

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets Minimum Standard	Level 3 Above Standard	Level 4 Exemplary
<p>3. Gifted education programming shall include positive working relationships with advocacy groups.</p>	<p>3.1 There is no established means of communication with constituency groups, advocacy groups, and compliance agencies.</p>	<p>3.2 There is evidence of established means of communication with advocacy groups.</p>	<p>3.3 In addition to level 2, an active local parent advocacy group has been established.</p>	<p>3.4 in addition to level 3, the established advocacy groups are included/consulted in program design, evaluation, and improvement.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Emails, Newsletters Notices Planning Calendars</i></p>	<p><i>Brochure, Website Notice of Meetings Schedule of Events</i></p>	<p><i>Meeting Documentation Annual Surveys</i></p>
<p>4. Gifted education program shall maintain all correspondence with the MDE.</p>	<p>4.1 There is no evidence or record of correspondence with MDE.</p>	<p>4.2 There is evidence or record of established correspondence with the MDE.</p>		
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Listserv, Emails, Current Self Evaluation</i></p>		
<p>5. Gifted education programming shall include a positive working relationship with parents.</p>	<p>5.1 The gifted program staff has NOT established on-going communication with parents.</p>	<p>5.2 There is evidence that the gifted program staff has established on-going communication with parents.</p>	<p>5.3 In addition to level 2, parents of gifted students have regular opportunities to share input and make recommendations about program operations.</p>	<p>5.4 In addition to level 3, the gifted program staff has established and utilized an advisory committee that includes parents.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Website Emails Newsletters Communication Log</i></p>	<p><i>Annual Surveys Conference Form Two Way Communication Planning Calendars</i></p>	<p><i>List of Members Meeting Documentation</i></p>

Gifted Education Programming Criterion II: Program Administration and Management *(Continued)*

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets Minimum Standard	Level 3 Above Standard	Level 4 Exemplary
<p>6. Gifted education program shall include a positive working relationship with administrative and district instructional personnel.</p>	<p>6.1 There is NO evidence of regular communication between gifted program staff and other instructional and administrative district personnel.</p>	<p>6.2 There is evidence of regular communication between gifted program staff and other instructional staff and administrative district personnel.</p>	<p>6.3 In addition to level 2, there is an established procedure that allows gifted contact person or coordinator to be actively involved in the district’s administrative planning and decision-making process in order to ensure that the needs of gifted students are addressed.</p>	<p>6.4 In addition to level 3, the gifted contact person or coordinator makes an annual presentation to the local school board concerning the status of the gifted education program.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Presentations to Staff & Administration</i> <i>Emails</i></p>	<p><i>Meeting with Superintendent</i> <i>Meeting Documentation</i></p>	<p><i>Report to School Board</i> <i>Meeting Documentation</i></p>
<p>7. Requisite resources and materials shall be provided to adequately support the efforts of gifted education programming.</p>	<p>7.1 Gifted program teachers do NOT have adequate resources to support and sustain the goals and objectives of the gifted program and/or these resources are NOT equitable compared to other district programs.</p>	<p>7.2 The local district has ensured that gifted program teachers have available adequate resources to support and sustain the goals and objectives of the gifted program and these resources are equitable compared to resources for other district programs.</p>	<p>7.3 In addition to level 2, there is evidence at the district and school level that educators share resources in order to meet the needs of gifted students in all educational settings.</p>	<p>7.4 In addition to level 3, plans for acquisition of new instructional and library materials address the needs of gifted students in all educational settings.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Classroom Inventories</i> <i>List of Resources</i></p>	<p><i>Level 2 Documentation Shared/ Published for Teachers</i> <i>Days of Sharing</i></p>	<p><i>Plans</i> <i>Grant Proposals</i> <i>Letter from Librarian</i></p>

Gifted Education Programming Criterion III: Program Design

Description: The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets Minimum Standard	Level 3 Above Standard	Level 4 Exemplary
<p>1. A continuum of programming services shall exist for gifted students.</p>	<p>1.1 NO services for gifted students exist.</p>	<p>1.2 Gifted program services are available to all intellectually gifted students in grades 2-6.</p>	<p>1.3 In addition to level 2, intellectually gifted students are served in a gifted program in additional grade levels and/or services are provided to gifted students in other areas of giftedness.</p>	<p>1.4 in addition to level 3, a continuum of service options is provided at each grade level permissible in all areas of giftedness. Levels of service are matched to the individual needs, interests, and abilities of each gifted student.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Schedules Class Rolls</i></p>	<p><i>Gifted Proposal on File Schedules Class Rolls</i></p>	<p><i>Gifted Program Proposal Class Rolls</i></p>
<p>2. Adequate funds shall be budgeted to allow for gifted programming that meetings the needs of the districts gifted students.</p>	<p>2.1 The district does not utilize available state funds to satisfy the programming needs of the district's gifted students.</p>	<p>2.2 The district makes appropriate use of available state funds to satisfy the programming needs of the district's gifted students.</p>	<p>2.3 In addition to level 2, local funds are used to supplement appropriate services for the district's gifted students.</p>	<p>2.4 In addition to level 3, the local gifted supplement is no less than that of other locally supplemented programs of similar size and scope.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>List of District Gifted Teachers Receipts/P.O.'s for Materials Receipts/P.O.'s for Teacher Conferences</i></p>	<p><i>District Budget for: Testing Materials & Examiner</i></p>	<p><i>Teacher Supplement Contact Person Supplement = Department Chair</i></p>

Gifted Education Programming Criterion III: Program Design (*Continued*)

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets Minimum Standard	Level 3 Above Standard	Level 4 Exemplary
<p>3. Gifted programming is based on an established mission/ philosophy statement with goals and objectives that reflect the need for gifted education programming.</p> <p><i>Documentation may include but it not limited to:</i></p>	<p>3.1 The district does NOT have a mission/philosophy statement that addresses the need for gifted education programming.</p>	<p>3.2 Gifted programming is guided by a clearly articulated mission/ philosophy statement and accompanying goals and objectives.</p> <p><i>Gifted Policy Program Brochure Handbook IMP</i></p>	<p>3.3 In addition to level 2, the mission/philosophy, goals, and objectives are publicly available and are distributed to parents of eligible gifted students.</p> <p><i>Website Brochures in Public Resource Locations</i></p>	<p>3.4 In addition to level 3, the mission/philosophy, goals, and objectives are an integral part of staff development and are updated annually based on the program evaluation.</p> <p><i>Meeting Documentation Revision Dates</i></p>
<p>4. Flexible grouping of students in a resource room shall be developed in order to facilitate differentiated instruction and curriculum.</p> <p><i>Documentation may include but it not limited to:</i></p>	<p>4.1 Gifted students are never grouped together in a resource room for instruction.</p>	<p>4.2 Gifted students are grouped together in a resource room in an approved gifted education program.</p> <p><i>Schedules School Maps</i></p>	<p>4.3 In addition to level 2, gifted students are grouped together in flexible grouping arrangements based on interests and are an integral part of gifted education programming.</p> <p><i>Schedules Class Collaborations</i></p>	<p>4.4 In addition to level 3, grouping arrangements that meet the needs of gifted students and high ability learners are provided in all educational settings within each school in the district.</p> <p><i>Record of students learning at an individual pace in the general education setting</i></p>
<p>5. Policies for adapting and adding to the nature and operations of the general education program are necessary for gifted education.</p> <p><i>Documentation may include but it not limited to:</i></p>	<p>5.1 No district policies make provisions for the needs of gifted students.</p>	<p>5.2 Existing local school district policies include provisions for the needs of gifted students.</p> <p><i>Copies of Policies</i></p>	<p>5.3 In addition to level 2, policies are reviewed with local administrators and school faculties on a regular basis.</p> <p><i>Annual Evaluations with Teacher & Administrator</i></p>	<p>5.4 In addition to level 3, applicable local school board policies that impact the instructional program are appropriate for gifted students and high ability learners.</p> <p><i>Justification from Superintendent</i></p>

Gifted Education Programming Criterion IV: Program Evaluation

Description: program evaluation is the systematic study of the value and impact of services provided.

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets Minimum Standard	Level 3 Above Standard	Level 4 Exemplary
<p>1. An annual self-evaluation shall be conducted for the purpose of improving the program.</p>	<p>1.1 An annual self-evaluation is NOT conducted based on gifted standards.</p>	<p>1.2 The evaluation is conducted based on gifted standards. The results are reported and used for improvement of the program.</p>	<p>1.3 In addition to level 2, the data collected are analyzed to determine goals and objectives for the following year.</p>	<p>1.4 In addition to level 3, recognized experts in the field of gifted education periodically review and evaluate the effectiveness of the district's program design in comparison with best practices in the field.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Current Self Evaluation on file at MDE</i></p>	<p><i>PLC Gifted Teacher Work Day Meeting Documentation</i></p>	<p><i>Documentation from Independent Review</i></p>
<p>2. A program evaluation shall be conducted competently, confidentially, and ethically and shall solicit information from all stakeholders.</p>	<p>2.1 No program evaluation is conducted, or the evaluation is not designed to solicit confidential information from students, parents, teachers, and building administrators.</p>	<p>2.2 A program evaluation is conducted regularly and confidentially solicits relevant information from students, parents, teachers, and building administrators.</p>	<p>2.3 In addition to level 2, program evaluations are conducted on an annual basis.</p>	<p>2.4 In addition to level 3, input is solicited from the community served by the school.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Evaluations and/ or reports from students, teachers, parents, admin, etc</i></p>	<p><i>Dated Annual Evaluations Month/ Year or Year</i></p>	<p><i>Evaluations completed by community partners</i></p>
<p>3. The evaluation shall be made available through a written report.</p>	<p>3.1 No written evaluation report is presented.</p>	<p>3.2 A written evaluation report is made available.</p>	<p>3.3 In addition to level 2, the report presents the evaluation in a clear and cohesive format to all stakeholders.</p>	<p>3.4 In addition to level 3, the report is designed to encourage follow-through by all stakeholders.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Copy of Report</i></p>	<p><i>Easy to Read</i></p>	<p><i>List of Changes/ Plans by Teachers/ Schools</i></p>

Gifted Education Programming Criterion V: Socio-Emotional Guidance and Counseling

Description: Gifted education programming must establish a plan to recognize and nurture the unique socio-emotional development of gifted learners.

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets Minimum Standard	Level 3 Above Standard	Level 4 Exemplary
<p>1. Gifted students shall be provided guidance efforts to meet their unique socio-emotional development.</p>	<p>1.1 Differentiated guidance efforts are NOT provided for gifted students.</p>	<p>1.2 The gifted program teacher provides specific activities that address the socio-emotional needs of gifted students and is available to provide individual guidance to gifted students.</p>	<p>1.3 In addition to level 2, school counselors receive specific training in the characteristics and socio-emotional needs of gifted students and are available to provide some specialized services pertaining to gifted students.</p>	<p>1.4 In addition to level 3, school counselors provide individual services to gifted students including those who are underachieving, twice exceptional, and from diverse populations.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>IMP, Lesson Plans, Pictures Work Samples</i></p>	<p><i>List of Trainings Record of Counselor Attendance at Trainings</i></p>	<p><i>Conference Documentation Record of Services</i></p>
<p>2. Gifted students shall be provided with career guidance services especially designed for their unique needs and interests</p>	<p>2.1 Career guidance services are NOT provided for gifted students.</p>	<p>2.2 The gifted program teacher provides career guidance specific to the needs of gifted students.</p>	<p>2.3 In addition to level 2, school counselors receive specific training on providing appropriate career counseling services for gifted students and are available to provide these services.</p>	<p>2.4 In addition to level 3, gifted students are provided career counseling consistent with their unique strengths and interests.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Career Inventories, Guest Speakers, Lesson Plans</i></p>	<p><i>List of Trainings Record of Counselor Attendance at Trainings</i></p>	<p><i>Conference Documentation</i></p>

Gifted Education Programming Criterion V: Socio-Emotional Guidance and Counseling (*Continued*)

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets Minimum Standard	Level 3 Above Standard	Level 4 Exemplary
<p>3. Gifted at-risk students shall be provided with targeted differentiated services to help them reach their potential.</p>	<p>3.1 Targeted and differentiated services are NOT provided for gifted at-risk students.</p>	<p>3.2 The gifted program teacher provides guidance services to address the needs of at-risk gifted students.</p>	<p>3.3 In addition to level 2, school counselors have had special training in providing appropriate counseling services for gifted at-risk students and are available to provide these services.</p>	<p>3.4 In addition to level 3, a continuum of specialized counseling services are provided for gifted at-risk students. These include interventions for underachievement and overcoming barriers (e.g., poverty, socio-emotional issues, twice exceptional students, and cultural differences).</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Lesson Plans/ Activities</i> <i>Conference Documentation</i></p>	<p><i>List of Trainings</i> <i>Proof of Counselor Attendance at Trainings</i></p>	<p><i>Conference Documentation</i></p>
<p>4. Gifted students shall be provided with affective curriculum in addition to differentiated guidance and counseling services.</p>	<p>4.1 Affective curriculum is NOT provided for gifted students.</p>	<p>4.2 The gifted program teacher provides a curriculum that addresses the affective needs of gifted students.</p>	<p>4.3 In addition to level 2, the affective curriculum follows a well-defined scope and sequence.</p>	<p>4.4 In addition to level 3, the gifted program teacher modifies the scope and sequence for the affective curriculum in order to address the individual needs of each gifted student.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Community Service Projects</i> <i>Curriculum Plans</i> <i>Pictures</i> <i>Student Work Samples</i></p>	<p><i>Scope & Sequence</i></p>	<p><i>Conferences</i> <i>Inventories</i> <i>Modifications for Individual Students</i></p>
<p>5. Underachieving students who are gifted or potentially gifted shall be identified and served rather than omitted from differentiated services.</p>	<p>5.1 No process is in place to identify and serve underachieving students who are gifted or potentially gifted.</p>	<p>5.2 A process is in place to identify and serve underachieving students who are gifted or potentially gifted.</p>	<p>5.3 In addition to level 2, faculty and staff receive specific training in the identification of gifted underachieving students and refer them for assessment.</p>	<p>5.4 In addition to level 3, a team that includes the gifted program teacher works with underachieving gifted students to help reverse patterns of underachievement.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Test Scores vs Grades</i> <i>List of Identified Students</i> <i>Conference Notes</i></p>	<p><i>PLC</i> <i>Record of Meetings</i></p>	<p><i>TST included Gifted Teacher</i></p>

Gifted Education Programming Criterion VI: Professional Development

Description: Gifted students are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets minimum Standard	Level 3 Above Standard	Level 4 Exemplary
<p>1. A comprehensive staff development program and materials shall be provided for all school staff involved in the education of gifted students.</p>	<p>1.1 The district does NOT provide staff development regarding the education of gifted students or does not require gifted program teachers to participate.</p>	<p>1.2 Gifted program teachers are required to attend professional development provided by the district regarding the appropriate education of gifted students.</p>	<p>1.3 In addition to level 2, other school staff members are invited to attend the professional development provided for gifted program teachers.</p>	<p>1.4 All school staff members are provided ongoing professional development regarding the nature and needs of gifted students and appropriate instructional strategies.</p>
<i>Documentation may include but it not limited to:</i>		<i>Meeting Documentation</i>	<i>Emails Meeting Announcements</i>	<i>PLC Record of Programs</i>
<p>2. Gifted program teachers and district staff are provided opportunities to attend non-district professional development regarding gifted education.</p>	<p>2.1 Gifted program teachers are NOT provided the opportunity to attend non-district professional development regarding gifted education.</p>	<p>2.2 The local school district allows gifted program teachers to attend at least one non-district professional development activity per year that is designed specifically for teaching gifted students.</p>	<p>2.3 In addition to level 2, gifted program teachers are allowed to attend state and/or national gifted education conferences.</p>	<p>2.4 In addition to level 3, gifted program teachers continue to be actively engaged in the study of gifted education through professional development and/or graduate degree programs.</p>
<i>Documentation may include but it not limited to:</i>		<i>MAGC</i>	<i>MAGC</i>	<i>Enrollment Documentation</i>
<p>3. Professional development materials pertaining to gifted education are available in the district and updated on a regular basis.</p>	<p>3.1 No professional development materials pertaining to gifted education are available within the district for teacher use/reference.</p>	<p>3.2 Professional development materials pertaining to gifted education are available in the district.</p>	<p>3.3 In addition to level 2, a procedure is in place that allows all school personnel ready access to the materials pertaining to gifted education.</p>	<p>3.4 In addition to level 3, the materials are updated on an annual basis.</p>
<i>Documentation may include but it not limited to:</i>		<i>Inventory of Materials</i>	<i>Copy of Procedure Website, Brochure</i>	<i>Dated Inventory of Materials</i>

Gifted Education Programming Criterion VI: Professional Development (*Continued*)

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets Minimum Standard	Level 3 Above Standard	Level 4 Exemplary
<p>4. Training for developing differentiated curriculum appropriate to the needs of gifted students is available for teachers of the gifted.</p>	<p>4.1 The district does not provide training to enable teachers to develop an appropriate differentiated curriculum for the gifted program that is in compliance with the local gifted program's Instructional Management Plan.</p>	<p>4.2 The district provides training to enable teachers to develop an appropriate differentiated curriculum that is in compliance with the local gifted program's Instructional Management Plan.</p>	<p>4.3 In addition to level 2, the training includes the appropriate implementation of the differentiated curriculum.</p>	<p>4.4 In addition to level 3, the training enables teachers to modify differentiated curriculum based on the results of the annual gifted program evaluation.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>PD Agenda/ Handouts</i></p>	<p><i>IMP includes Scope & Sequence Exit Slips Lesson Plans Student Work Samples Curriculum Plans</i></p>	<p><i>Annual Evaluation Action Plans</i></p>
<p>5. Only properly endorsed personnel shall be involved in the gifted education program.</p>	<p>5.1 The gifted program teacher is NOT endorsed in gifted education.</p>	<p>5.2 The gifted education teacher is endorsed in gifted education.</p>	<p>5.3 In addition to level 2, the gifted program teacher continues to pursue training to update skills in working with gifted students.</p>	<p>5.4 In addition to level 3, gifted program teachers actively participate at the state and/or national level in professional organization for gifted education.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Educator Licenses</i></p>	<p><i>MAGC Record of Attendance at Conferences and Workshops</i></p>	<p><i>MAGC/ NAGC Record of Attendance and Involvement as Presenter or Board Member</i></p>

Gifted Education Programming Criterion VII: Student Identification and Assessment

Description: Potentially gifted students must be assessed to determine appropriate educational services. In order to help districts accomplish this effectively, the following guiding principles have been established.

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets Minimum Standard	Level 3 Above Standard	Level 4 Exemplary
<p>1. District guidelines shall outline a coordinated, comprehensive, and coherent process for student referral and assessment in order to determine eligibility for gifted services.</p>	<p>1.1 No information about referral and assessment for gifted students is disseminated to school staff members.</p>	<p>1.2 Written information about the district’s gifted education program, including how to refer and identify students, is available to all school faculty members and the community at large.</p>	<p>1.3 In addition to level 2, professional development on characteristics of giftedness is provided to school staff to encourage student referrals based on those characteristics.</p>	<p>1.4 In addition to level 13, written information about the district’s gifted education program is provided to parents and the community at large.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Referral to Placement Guide</i> <i>Website</i></p>	<p><i>Professional Development</i> <i>Staff Meeting</i> <i>Meeting Documents</i></p>	<p><i>Website</i> <i>Brochures</i> <i>School Handbooks</i></p>
<p>2. Equitable consideration for gifted education services is given to all students through the screening process.</p>	<p>2.1 Only high performing students are screened for possible gifted education services.</p>	<p>2.2 All students comprise the initial screening pool of potential recipients for gifted education services and universal screening for gifted education services occurs at one grade level.</p>	<p>2.3 In addition to level 2, universal screening occurs at multiple grade levels annually.</p>	
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Referral to Placement Guide</i> <i>Record of Universal Screening</i> <i>School District Gifted Policies and Procedures</i></p>	<p><i>Record of Annual Universal Screening at Multiple Grade Levels</i></p>	
<p>3. Referrals for gifted screening are accepted from multiple sources.</p>	<p>3.1 Referrals are accepted from classroom teachers only.</p>	<p>3.2 Referrals are accepted from anyone who believes the student might be eligible for gifted program services.</p>	<p>3.3 In addition to level 2, written procedures are in place for soliciting referrals from multiple sources and those procedures are distributed.</p>	<p>3.4 In addition to level 3, the local school board has approved a policy regarding the referral process for the gifted education program from multiple sources.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Testing Documentation</i> <i>Referral to Placement Guide</i> <i>District Policies and Procedures</i></p>	<p><i>Referral to Placement Guide</i> <i>Website</i> <i>School Handbooks</i></p>	<p><i>Copy of Policy</i></p>

Gifted Education Programming Criterion VII: Student Identification and Assessment (*Continued*)

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets Minimum Standard	Level 3 Above Standard	Level 4 Exemplary
<p>4. Information about characteristics of giftedness and gifted programming is provided to parents.</p>	<p>4.1 Information about characteristics of giftedness is NOT provided to parents.</p>	<p>4.2 Parents are provided information regarding characteristics of giftedness and gifted programming options offered by the district.</p>	<p>4.3 In addition to level 2, school libraries or district parent centers provide parents with materials specifically related to giftedness and/or special needs of gifted students.</p>	<p>4.4 In addition to level 3, the district's informational meetings about the diverse nature of giftedness and the meeting times are well publicized.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Parent Meeting Conference Notes</i> <i>Handbook</i> <i>Brochure</i></p>	<p><i>Location Based Inventory</i></p>	<p><i>Notice/Documentation of District Parent Meeting</i> <i>Handouts</i> <i>Website</i></p>
<p>5. All student identification procedures and instruments shall be based on best practices and research.</p>	<p>5.1 Instruments and identification procedures used are NOT based upon best practices and research.</p>	<p>5.2 The student assessment process utilizes multiple assessment measures that include both objective and subjective instruments.</p>	<p>5.2 In addition to level 2, information is gathered from multiple sources and used to allow flexibility in selecting the most appropriate measures for assessment of each student.</p>	<p>5.4 In addition to level 3, the assessment and placement process is done in a timely manner.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Referral to Placement Guide</i> <i>Assessment Checklist</i></p>	<p><i>List of Available Options</i> <i>Parent/Teacher Questionnaires for Selecting Appropriate Measure for individual students</i></p>	<p><i>Referral to Placement Guide</i> <i>Timeline (estimated)</i> <i>Record of Testing</i></p>
<p>6. Reliable and valid instruments are used for identifying gifted students.</p>	<p>6.1 Assessment instruments used are NOT reliable and valid for identifying gifted students.</p>	<p>6.2 Assessment instruments used are reliable and valid for identifying gifted students and are in compliance with MDE requirements.</p>	<p>6.3 N/A</p> <p><i>Note:</i> <i>Refer to Assessment Document from MAGC</i></p>	<p>6.4 N/A</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>List of Assessments</i></p>		

Gifted Education Programming Criterion VII: Student Identification and Assessment *(Continued)*

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets Minimum Standard	Level 3 Above Standard	Level 4 Exemplary
<p>7. Written procedures for student identification shall include provisions for informed consent, notification of results, student reassessment, and student exiting.</p>	<p>7.1 No written procedures for student identification exist.</p>	<p>7.2 The district has written procedures for student identification, informed consent, notification of results, student reassessment, and student exiting.</p>	<p>7.3 In addition to level 2, the district provides parents with information regarding all phases of the referral and assessment process and results.</p>	<p>7.4 In addition to level 3, individual conferences are held with parents to review the assessment team report, the requirement for annual reassessment of the student's progress in the program, and the process for students entering and exiting the program.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Referral to Placement Guide Handbook Copy of District Gifted Policies and Procedures</i></p>	<p><i>Website Notices Regarding Screening Process and Schedules Gifted Information Packet To Accompany GPPDS Sample Parent Letters</i></p>	<p><i>Conference Documentation District Gifted Policies and Procedures Record of Annual Reassessment</i></p>
<p>8. The district has a policy in place for parent appeals.</p>	<p>8.1 No written guidelines exist for entering and exiting the gifted program or for parent appeals.</p>	<p>8.2 The district has written procedures and guidelines for parent appeals in policy.</p>	<p>8.3 In addition to level 2, these guidelines are available to district personnel and the public, and are implemented on a consistent basis.</p>	<p>8.4 In addition to level 3, these guidelines are reviewed on an annual basis and revised as necessary.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Written Documentation of Hearing Process</i></p>	<p><i>Handbook Copy of Policy</i></p>	<p><i>Revision Dates</i></p>

Gifted Education Programming Criterion VII: Student Identification and Assessment (*Continued*)

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets minimum Standard	Level 3 Above Standard	Level 4 Exemplary
<p>9. Student assessment instruments used to determine eligibility for gifted education services shall be selected based on the strengths of the individual student using a comprehensive student profile that takes into account multiple factors.</p>	<p>9.1 The assessment instruments selected do not make provisions for students with limited English proficiency, cultural differences, economic considerations, environmental factors, achievement levels, and disabilities.</p>	<p>9.2 The assessment instruments selected by assessment personnel make provisions for students with limited English proficiency, cultural differences, economic considerations, environmental factors, achievement levels, and disabilities.</p>	<p>9.3 In addition to level 2, the district provides assessment personnel with training in the use of a variety of appropriate instruments for possible use during the assessment process.</p>	<p>9.4 In addition to level 3, the selection of instruments is based upon a comprehensive student profile for each student that takes into account multiple factors.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Matrix List of Available Assessment Instruments Record of Efforts made to Select Appropriate Instruments</i></p>	<p><i>Training Documentation</i></p>	<p><i>Student Questionnaire for Selection of Appropriate Assessment Instrument</i></p>
<p>10. Staff development is provided to all personnel involved in the identification and assessment of potentially gifted students.</p>	<p>10.1 No professional development is in place for personnel involved in the assessment and identification of potentially gifted students.</p>	<p>10.2 The district provides professional development for all personnel involved in the assessment and identification of potentially gifted students.</p>	<p>10.3 In addition to level 2, the district’s gifted contact person or coordinator and licensed examiners have successfully completed MDE approved training regarding the assessment and identification of potentially gifted students.</p>	<p>10.4 In addition to level 3, training occurs on an ongoing basis.</p>
<p><i>Documentation may include but it not limited to:</i></p>		<p><i>Annual Training Attendance Records for: Teachers (Referring) Gifted Teachers Examiners</i></p>	<p><i>Record of Completion of Approved Training MAGC Trainings</i></p>	<p><i>Record of Ongoing Attendance at Trainings</i></p>