

Technical Review of the Local Plan for the Education of the Gifted

Summary Form

School Division:
 Superintendent:
 Gifted Education Coordinator
 (or Designee):

Division LEA#:
 Date of Local Plan:
 Date of Review
 (month, year):

General Information

This section of the plan indicates:

Commendations and Recommendations

- the areas of giftedness to be served by the school division and the grades in which services begin.
- services include either *General Intellectual Aptitude (GIA)* or *Specific Academic Aptitude (SAA)*: English, history and social science, mathematics, or science).
- if the division identifies in *General Intellectual Aptitude (GIA)*, identification begins in kindergarten and continue services through twelfth grade.
- if the division identifies in *Specific Academic Aptitude (SAA)*, one or more academic areas are available, as assessment instruments exist to support identification.

Meets Standard
 Needs Additional Development

Meets Standard
 Needs Additional Development
 Not Applicable

Meets Standard
 Needs Additional Development
 Not Applicable

Select the division's gifted program areas and enter the grade levels served (example: K-5, 6-8)

General Intellectual Aptitude (GIA)

Career and Technical Aptitude (CTA)

Specific Academic Aptitude (SAA)

Visual & Performing Arts Aptitude (VPA)

- English
- Math
- History & Social Sciences
- Science

- Dance
- Theater
- Vocal Music
- Instrumental Music
- Visual Arts

select all that apply

select all that apply



Part I: Statement of Philosophy and Local Operational Definition of Giftedness

This component of the local plan provides for:	Commendations and Recommendations
<ul style="list-style-type: none"> ▪ a philosophical statement of the division’s perspective on gifted education. 	<p>Meets Standard Needs Additional Development</p>
<ul style="list-style-type: none"> ▪ a concrete, observable, and measurable definition of a gifted student in the local school division. 	<p>Meets Standard Needs Additional Development</p>

Part II: Program Goals and Objectives

A statement of the division’s gifted program goals & objectives is provided for:	Commendations and Recommendations
<ul style="list-style-type: none"> ▪ identification 	<p>Meets Standard Needs Additional Development</p>
<ul style="list-style-type: none"> ▪ delivery of services. 	<p>Meets Standard Needs Additional Development</p>
<ul style="list-style-type: none"> ▪ curriculum and instruction. 	<p>Meets Standard Needs Additional Development</p>
<ul style="list-style-type: none"> ▪ professional development 	<p>Meets Standard Needs Additional Development</p>
<ul style="list-style-type: none"> ▪ equitable representation of students 	<p>Meets Standard Needs Additional Development</p>
<ul style="list-style-type: none"> ▪ parent and community involvement 	<p>Meets Standard Needs Additional Development</p>



Part III: Screening (a), Referrals (b), Identification (c), and Service Procedures (d)

(a) This component of the local plan addresses:	Commendations and Recommendations
<ul style="list-style-type: none"> ▪ the screening process used to screen all students and to create a pool of potential candidates, K-12 ▪ the timeframe for requesting data, as may be necessary, for the screening process ▪ specific strategies to be used to screen and identify special populations of gifted learners. 	<p>Meets Standard</p> <p>Needs Additional Development</p>
<p>(b) This component of the plan addresses:</p> <ul style="list-style-type: none"> ▪ how direct referrals are solicited ▪ who can refer students ▪ how forms are obtained ▪ to whom forms are returned ▪ a timeline for the referral acceptance ▪ how information about the referral process is made available to parents of students K-12 and others. 	<p>Meets Standard</p> <p>Needs Additional Development</p>
<p>(c) This component of the plan addresses:</p> <ul style="list-style-type: none"> ▪ a minimum of three measures from the list of seven categories are to be included in the identification process. 	<p>Meets Standard</p> <p>Needs Additional Development</p>
<ul style="list-style-type: none"> ▪ the identification process of gifted students is designed to seek out those students with superior aptitudes, including students for whom accurate identification may be affected because they are economically disadvantaged, have limited English proficiency, or have a disability. 	<p>Meets Standard</p> <p>Needs Additional Development</p>

Commendations and Recommendations

<ul style="list-style-type: none"> the review of valid & reliable instruments and data that assess students’ potential for advanced achievement, as well as instruments that assess, demonstrated advanced skills, conceptual knowledge, and problem-solving aptitudes are included in the ID procedures. 	<p>Meets Standard</p> <p>Needs Additional Development</p> <p>Not Applicable</p>
<ul style="list-style-type: none"> a nationally norm-referenced aptitude test as one of the three measures used for identification in <i>general intellectual aptitude</i>. 	<p>Meets Standard</p> <p>Needs Additional Development</p> <p>Not Applicable</p>
<ul style="list-style-type: none"> a nationally norm-referenced aptitude or achievement test as one of the three measures used for identification in a <i>specific academic aptitude area</i>. 	<p>Meets Standard</p> <p>Needs Additional Development</p> <p>Not Applicable</p>
<ul style="list-style-type: none"> a portfolio or other performance measures in the identification of <i>visual or performing arts or career and technical aptitude</i>. 	<p>Meets Standard</p> <p>Needs Additional Development</p> <p>Not Applicable</p>
<ul style="list-style-type: none"> shall include evidence that no single criterion is used to determine a student’s eligibility 	<p>Meets Standard</p> <p>Needs Additional Development</p>
<p>(d) This component of the plan addresses:</p> <ul style="list-style-type: none"> delineates the makeup of the ID/placement committee according to state requirements. The committee shall include classroom teachers, assessment specialists, gifted program staff, school administrators, or others with credentials or experience in gifted education. 	<p>Meets Standard</p> <p>Needs Additional Development</p>

Commendations and Recommendations

<ul style="list-style-type: none"> provides evidence that the ID/placement committee reviews multiple data sources to determine a student’s eligibility and placement 	<p>Meets Standard</p> <p>Needs Additional Development</p>
<ul style="list-style-type: none"> provides evidence that the ID/placement committee operates within a timeline for making eligibility decisions within 90 instructional days of the school division’s receipt of the parent’s(s’) or legal guardian’s(s’) consent for assessment. 	<p>Meets Standard</p> <p>Needs Additional Development</p>
<ul style="list-style-type: none"> provides the process by which the ID/placement committee determines which of the school division's service options match the learning needs of the eligible student. 	<p>Meets Standard</p> <p>Needs Additional Development</p>

Part IV: Notification Procedures

This component of the local plan includes the procedures used for:	Commendations and Recommendations
<ul style="list-style-type: none"> notifying parents/guardians when the individual identification process is initiated. 	<p>Meets Standard</p> <p>Needs Additional Development</p>
<ul style="list-style-type: none"> requesting permission for individual testing and/or collection of additional information. 	<p>Meets Standard</p> <p>Needs Additional Development</p>
<ul style="list-style-type: none"> requesting permission for provision of appropriate service options. 	<p>Meets Standard</p> <p>Needs Additional Development</p>
<ul style="list-style-type: none"> parents/guardians wishing to file an appeal of the identification outcome, change in placement, or exit decision. 	<p>Meets Standard</p> <p>Needs Additional Development</p>

Part V: Change in Instructional Services

Commendations and Recommendations

<p>This component includes the policy and/or procedures for written notification to parents/legal guardians of the ID/placement committee’s decision.</p>	<p>Meets Standard Needs Additional Development</p>
<p>There is evidence of procedures for a change in student placement or exit of the program.</p>	<p>Meets Standard Needs Additional Development</p>

Part VI: Evidence of Appropriate Service Options

Commendations and Recommendations

<p>This component of the local plan shows that:</p>	
<ul style="list-style-type: none"> ▪ service options are continuous and sequential Kindergarten through twelfth grade for GIA and at an appropriate grade level for SAA. 	<p>Meets Standard Needs Additional Development</p>
<ul style="list-style-type: none"> ▪ students spend instructional time with their age-level peers. 	<p>Meets Standard Needs Additional Development</p>
<ul style="list-style-type: none"> ▪ students spend instructional time with their intellectual and academic peers. 	<p>Meets Standard Needs Additional Development</p>
<ul style="list-style-type: none"> ▪ service options afford students instructional time to work independently. 	<p>Meets Standard Needs Additional Development</p>
<ul style="list-style-type: none"> ▪ service options foster intellectual and academic growth. 	<p>Meets Standard Needs Additional Development</p>
<ul style="list-style-type: none"> ▪ the procedures for assessing and reporting academic growth in gifted students are evident. 	<p>Meets Standard Needs Additional Development</p>

Part VII: Program of Differentiated Curriculum & Instruction

Commendations and Recommendations

This component of the local plan provides a description of the division’s appropriately differentiated curriculum and instruction for gifted learners.

Meets Standard
Needs Additional Development

The curriculum & instructional strategies provide accelerated & enrichment opportunities that recognize gifted students’ needs for:

- advanced content and pacing of instruction

Meets Standard
Needs Additional Development

- original research or production

Meets Standard
Needs Additional Development

- problem finding and solving

Meets Standard
Needs Additional Development

- higher level thinking that leads to the generation of products

Meets Standard
Needs Additional Development

- a focus on issues, themes, and ideas within and across areas of study

Meets Standard
Needs Additional Development

The plan provides evidence that students work at increasing levels of complexity that differ significantly from those of their age-level peers.

Meets Standard
Needs Additional Development

Appropriately differentiated curriculum and instruction is delivered by professional instructional personnel trained to work with gifted students.

Meets Standard
Needs Additional Development

Part VIII: Policies and Procedures for Access to Programs and Advanced Courses

Commendations and Recommendations

<p>This component provides the policies and procedures that allow identified students access to programs of study and advanced courses.</p>	<p>Meets Standard Needs Additional Development</p>
<p>Service options include advance course offerings paced and sequenced commensurate with the learning needs of gifted students.</p>	<p>Meets Standard Needs Additional Development</p>

Part IX: Personal and Professional Development

Commendations and Recommendations

<p>This component of the local plan provides a plan for professional development that addresses the teacher competencies (not all competencies need to be addressed each year; professional development addressing all the competencies can occur over time).</p>	<p>Meets Standard Needs Additional Development</p>
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Part X: Procedures for Annual Review of Effectiveness

Commendations and Recommendations

<p>This component of the local plan provides a process through which various components of the local plan are reviewed for effectiveness.</p>	<p>Meets Standard Needs Additional Development</p>
<p>This annual review of effectiveness is based on multiple criteria and includes multiple sources of information.</p>	<p>Meets Standard Needs Additional Development</p>



Part XI: Procedures for the Establishment of the Local Advisory Committee

Commendations and Recommendations

If the division has elected to establish a local advisory committee, this component of the local plan includes the procedures for the establishment of the committee in accordance with the Regulations.

- Meets Standard
- Needs Additional Development
- Not Applicable

Part XII: Assurances

Commendations and Recommendations

This component of the local plan allows the school division to indicate that all assurances are provided as part of the gifted program.

- Meets Standard
- Needs Additional Development

