Title 7: Education K-12

Part 116

Standards for the Gifted Education Programs

2013

Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205-0771
Telephone: 601-359-2586
Fax: 601-359-2040

Effective Date: 2014-2015 School Year

Lynn J. House, Ph.D., Interim State Superintendent
Kim S. Benton, Ed.D., Interim Deputy State Superintendent, Instructional Enhancement and Internal Operations
Trecina Green, Associate Superintendent, Instructional Enhancement
Nathan Oakley, Bureau Director, Office of Curriculum and Instruction
Chauncey Spears, Office Director, Office of Curriculum and Instruction

DRAFT

BACKGROUND

The Mississippi Department of Education (MDE), Office of Curriculum and Instruction, constituted a steering committee in 2002 to begin the process of developing Standards for the Gifted Education Programs that were based upon the national standards published by the National Association for Gifted Children (NAGC). The effort was done in collaboration with the Mississippi Association for Gifted Children (MAGC).

Members of the steering committee chaired a working committee for each of the seven standards that had been published by NAGC. The committees were comprised of representatives from MDE, MAGC, teachers of the gifted, district administrators, parents, college and university faculty, and gifted students.

A committee was assembled in 2011 and 2012 to revise the gifted standards. The revisions focused on two main areas; issues of equity in identifying students and the utility of the standards for districts in program design and evaluation. Revisions were suggested in these areas to reflect changes in the gifted regulations, to provide more clarity for MDE auditors, district gifted program personnel, local stakeholders, and the general public.

PURPOSE:

The standards are designed in a rubric format that addresses desired program outcomes for Gifted Education Programs in Mississippi. For each guiding principle, the gifted program standards rubric provides levels of compliance or performance that may be used for the following purposes.

1. Provide guidance to district personnel in the development and conduct of the local gifted programs,
2. Provide districts with an instrument to be used in the evaluation of the local gifted program so that periodic modifications can be incorporated into the local program to best meet the needs of gifted students, and
3. Provide an instrument to be used by MDE personnel when monitoring district gifted programs.

DRAFT

Mississippi Gifted Standards Revision Committee (2012)

Melissa Grantham	Madison County School District
Trecina Green	Mississippi Department of Education
Gail Hammond, Ph.D.	Rankin County School District
Von Jackson	Gulfport School District
Emily Nelson	Desoto County School District
Carol Paola	Long Beach School District
Chauncey Spears	Mississippi Department of Education
Royal Toy, Ed.D.	Mississippi University for Women
Donna Welborn	Jackson Public School District

DRAFT

Mississippi Gifted Program Standards Committee (2004)

Carole Armstrong	Mississippi Department of Education
Phyllis Bishop	Yazoo City Schools
Amy Bisland	University of Southern Mississippi
Carolyn Bramlett	Oxford City Schools
Conrad Castle, Ph.D.	Mississippi Department of Education
Leslie Churchwell	Gifted Student
Pam Datlof	Harrison County Schools
Pam Dearman	Harrison County Schools
Jane Everly	Jackson Public Schools
Frances Gaddis	Vicksburg-Warren Schools
Melissa Grantham	Madison County Schools
Gail Hammond	Rankin County Schools and NAGC Board of Directors
Anna Hurt	Ocean Springs Schools
Frances Karnes, Ph.D.	Frances Karnes Center for Gifted Studies and NAGC Board of Directors
LaGatha Kay	Teacher, Smith County Schools
Janet Kennedy	Mississippi Department of Education
Roun McNeal	Gifted Student
Lynn Morris	Lamar County Schools
Linda Mucha, Ed.D.	Harrison County Schools
Tawanda Nichols	Jackson Public Schools
Carol Paola	Long Beach Schools
Jean Prather	Executive Director, MAGC
Theresa Rea	Harrison County Schools
Melissa Rogers	Covington County Schools
Marla Rutland	Petal Public Schools
Elizabeth Shauhessy, Ph.D.	University of Southern Mississippi
Mary Webb	President, MAGC
Sue Willoughby	Ocean Springs Schools
Kathy Wilson	Lauderdale County Schools
L.D. Young, III	Quitman City Schools

DRAFT

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
1. The local gifted education program shall provide a qualitatively different educational experience in addition to and different from the regular program of instruction.	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.	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.	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.	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.
2. Differentiated curriculum shall be provided for identified gifted students.	2.1. No differentiated curriculum is provided for gifted students.	2.2. The district's Instructional Management Plan for gifted students provides for differentiated curriculum that is in compliance with State Board of Education policy and state law.	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.	2.4. In addition to level 3, gifted students, parents, and community leaders are involved in the development of the Instructional Management Plan.

Curriculum and Instruction Standards

DRAFT

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
3. The local district shall provide opportunities for high ability learners that include grade acceleration, subject acceleration, curriculum compacting, mentorships, and/or dual enrollment.	3.1. The district does not publicize options for high ability learners and does not consider parental requests.	3.2. The district publicizes options for high ability learners and gives consideration to parental requests for such on a student-by-student basis.	3.3. In addition to level 2, school personnel approach parents of individual students suggesting one or more of the options.	3.4. In addition to level 3, all of the stated options for high ability learners are publicized and available within the district, and students are considered based on individual needs and strengths.
4. The program of instruction provided to gifted students shall be based on the mastery of the MDE gifted program outcomes.	4.1. The district's Instructional Management Plan is not based on the mastery of MDE gifted program outcomes.	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.	4.3. In addition to level 2, the program of instruction is regularly modified to meet the individual needs of the gifted students.	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.

Curriculum and Instruction Standards

DRAFT

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
5. Career exploration and life skills shall be an integral part of the differentiated program of instruction for all gifted students.	5.1. Career exploration and life skills are NOT included in the district's Instructional Management Plan for gifted students.	5.2. Career exploration and life skills are included in the district's Instructional Management Plan for gifted students.	5.3. In addition to level 2, personnel in the gifted education program assist in establishing contacts for mentorship experiences for gifted students.	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.
6. Visual and performing arts shall be included in the differentiated program of instruction for gifted students.	6.1. Visual and performing arts are NOT included in the program of instruction for gifted students.	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.	6.3. In addition to level 2, the visual and performing arts are an integral part of the instruction.	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.

Curriculum and Instruction Standards

DRAFT

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, at least one gifted contact person has completed an advanced degree program in gifted education and/or holds an administrative endorsement.
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 *mandated* 240 minutes per week of services in an approved gifted education program.	2.3. In addition to level 2, districts provide the *recommended* 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.

Program Administration and Management Standards

DRAFT

Gifted Education Programming Criterion 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
3. Gifted education programming shall include positive working relationships with advocacy groups.	3.1. There is no established means of communication with advocacy groups.	3.2. There is evidence of established means of communication with advocacy groups.	3.3. In addition to level 2, an active local parent advocacy group has been established.	3.4. In addition to level 3, the established advocacy groups are included/consulted in program design, evaluation, and improvement.
4. Gifted education program shall maintain all correspondence with the MDE.	4.1. There is no evidence or record of correspondence with the MDE.	4.2. There is evidence or record of established correspondence with the MDE.	4.3. N/A	4.4. N/A

Program Administration and Management Standards

DRAFT

Gifted Education Programming Criterion 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
5. Gifted education programming shall include a positive working relationship with parents.	5.1. The gifted program staff has NOT established on-going communication with parents.	5.2. There is evidence that the gifted program staff has established on-going communication with parents.	5.3. In addition to level 2, parents of gifted students have regular opportunities to share input and make recommendations about program operations.	5.4. In addition to level 3, the gifted program staff has established and utilized an advisory committee that includes parents.
6. Gifted education program shall include a positive working relationship with administrative and district instructional personnel.	6.1. There is NO evidence of regular communication between gifted program staff and other instructional and administrative district personnel.	6.2. There is evidence of regular communication between gifted program staff and other instructional and administrative district personnel.	6.3. In addition to level 2, there is an established procedure that allows for the 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.	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.

Program Administration and Management Standards

DRAFT

Gifted Education Programming Criterion 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
7. Requisite resources and materials shall be provided to adequately support the efforts of gifted education programming.	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.	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.	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.	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.

Program Administration and Management Standards

DRAFT

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
1. A continuum of programming services shall exist for gifted students.	1.1. NO services for gifted students exist.	1.2. Gifted program services are available to all intellectually gifted students in grades 2-6.	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.	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.
2. Adequate funds shall be budgeted to allow for gifted programming that meets the needs of the district's gifted students.	2.1. The district does not utilize available state funds to satisfy the programming needs of the district's gifted students.	2.2. The district makes appropriate use of available state funds to satisfy the programming needs of the district's gifted students.	2.3. In addition to level 2, local funds are used to supplement appropriate services for the district's gifted students.	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.

Program Design Standards

DRAFT

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
3. Gifted programming is based on an established mission/philosophy statement with goals and objectives that reflect the need for gifted education programming.	3.1. The district does NOT have a mission/philosophy statement that addresses the need for gifted education programming.	3.2. Gifted programming is guided by a clearly articulated mission/philosophy statement and accompanying goals and objectives.	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.	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.
4. Flexible grouping of students in a resource room shall be developed in order to facilitate differentiated instruction and curriculum.	4.1. Gifted students are never grouped together in a resource room for instruction.	4.2. Gifted students are grouped together in a resource room in an approved gifted education program.	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.	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.

Program Design Standards

DRAFT

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
5. Policies for adapting and adding to the nature and operations of the general education program are necessary for gifted education.	5.1. No district policies make provisions for the needs of gifted students.	5.2. Existing local school district policies include provisions for the needs of gifted students.	5.3. In addition to level 2, policies are reviewed with local administrators and school faculty on a regular basis.	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.

Program Design Standards

DRAFT

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
1. An annual self-evaluation shall be conducted for the purpose of improving the program.	1.1. An annual self-evaluation is NOT conducted-based on gifted standards.	1.2. An annual self-evaluation is conducted and based on the gifted standards. The results are reported and used for improvement of the program.	1.3. In addition to level 2, the data collected are analyzed to determine goals and objectives for the following year.	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.
2. A program evaluation shall be conducted competently, confidentially, and ethically soliciting information from all stakeholders.	2.1. No program evaluation is conducted, or the evaluation is not designed to solicit confidential information from students, parents, teachers, and building administrators.	2.2. A program evaluation is conducted regularly and confidentially solicits relevant information from students, parents, teachers, and building administrators.	2.3. In addition to level 2, program evaluations are conducted on an annual basis.	2.4. In addition to level 3, input is solicited from the community served by the school.
3. The evaluation shall be made available through a written report.	3.1. No written evaluation report is presented.	3.2. A written evaluation report is made available.	3.3. In addition to level 2, the report presents the evaluation in a clear and cohesive format to all stakeholders.	3.4. In addition to level 3, the report is designed to encourage follow-through by all stakeholders.

Program Evaluation Standards

DRAFT

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

Description: Gifted education programming must establish a plan to recognize and nurture the unique social-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
1. Gifted students shall be provided guidance to meet their unique social-emotional development.	1.1. Differentiated guidance efforts are NOT provided for gifted students.	1.2. The gifted program teacher provides specific activities that address the social-emotional needs of gifted students and is available to provide individual guidance to gifted students.	1.3. In addition to level 2, school counselors receive specific training in the characteristics and social-emotional needs of gifted students and are available to provide some specialized services pertaining to gifted students.	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.
2. Gifted students shall be provided with career guidance services especially designed for their unique needs and interests.	2.1. Career guidance services are NOT provided for gifted students.	2.2. The gifted program teacher provides career guidance specific to the needs and interests of gifted students.	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.	2.4. In addition to level 3, school counselors provide gifted students career counseling consistent with their unique strengths and interests.
3. Gifted at-risk students shall be provided with targeted and differentiated services to help reach their potential.	3.1. Targeted and differentiated services are NOT provided for gifted at-risk students.	3.2. The gifted program teacher provides guidance services to address the needs of gifted at-risk students.	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.	3.4. In addition to level 3, a continuum of specialized counseling services are provided for gifted at-risk students. These services include interventions for underachievement and overcoming barriers (e.g., poverty, social-emotional issues, twice exceptionality, or cultural differences).

DRAFT

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

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets Minimum Standard	Level 3 Above Standard	Level 4 Exemplary
4. Gifted students shall be provided with affective curriculum in addition to differentiated guidance and counseling services.	4.1. Affective curriculum is NOT provided for gifted students.	4.2. The gifted program teacher provides a curriculum that addresses the affective needs of gifted students. .	4.3. In addition to level 2, the affective curriculum follows a well-defined scope and sequence.	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.
5. Underachieving students who are gifted or potentially gifted shall be identified and served rather than omitted from differentiated services.	5.1. No process is in place to identify and serve underachieving students who are gifted or potentially gifted.	5.2. A process is in place to identify and serve underachieving students who are gifted or potentially gifted.	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.	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.

Social-Emotional Guidance and Counseling Standards

DRAFT

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
1. A comprehensive staff development program and materials shall be provided for all school staff involved in the education of gifted students.	1.1. The district does NOT provide staff development regarding the education of gifted students or does not require gifted program teachers to participate.	1.2. Gifted program teachers are required to attend professional development provided by the district regarding the appropriate education of gifted students.	1.3. In addition to level 2, other school staff members are invited to attend the professional development provided for gifted program teachers.	1.4. All school staff members are provided ongoing professional development regarding the nature and needs of gifted students and appropriate instructional strategies.
2. Gifted program teachers and district staff are provided opportunities to attend non-district professional development regarding gifted education.	2.1. Gifted program teachers are NOT provided the opportunity to attend non-district professional development regarding gifted education.	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.	2.3. In addition to level 2, gifted program teachers are allowed to attend state and/or national gifted education conferences.	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.
3. Professional development materials pertaining to gifted education are available in the district and updated on a regular basis.	3.1. No professional development materials pertaining to gifted education are available within the district for teacher use/reference.	3.2. Professional development materials pertaining to gifted education are available in the district.	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.	3.4. In addition to level 3, the materials are updated on an annual basis.

Professional Development Standards

DRAFT

Gifted Education Programming Criterion VI: Professional Development

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets Minimum Standard	Level 3 Above Standard	Level 4 Exemplary
4. Training for developing differentiated curriculum appropriate to the needs of gifted students is available for teachers of the gifted.	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.	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.	4.3. In addition to level 2, the training includes the appropriate implementation of the differentiated curriculum.	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.
5. Only teachers endorsed in gifted education shall teach in the gifted education program.	5.1. The gifted program teachers are NOT endorsed in gifted education.	5.2. The gifted education teachers are endorsed in gifted education.	5.3. In addition to level 2, the gifted program teachers continue to pursue training to update skills in working with gifted students.	5.4. In addition to level 3, gifted program teachers actively participate in a state and/or national professional organization for gifted education.

Professional Development Standards

DRAFT

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
1. District guidelines shall outline a coordinated, comprehensive, and coherent process for student referral and assessment in order to determine eligibility for gifted services.	1.1. No information about referral and assessment for gifted students is disseminated to school staff members.	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.	1.3. In additional to level 2, professional development on characteristics of giftedness is provided to school staff to encourage student referrals based on those characteristics.	1.4. In addition to level 3, written information about the district's gifted education program is provided to parents and the community at large.
2. Equitable consideration for gifted education services is given to all students through the screening process.	2.1. Only high performing students are screened for possible gifted education services.	2.2. All students comprise the initial pool of potential recipients for gifted education services and universal screening for gifted education services occurs at one grade level.	2.3. In addition to level 2, universal screening occurs at multiple grade levels annually.	2.4. N/A
3. Referrals for gifted screening are accepted from multiple sources.	3.1. Referrals are accepted from classroom teachers only.	3.2. Referrals are accepted from anyone who believes the student might be eligible for gifted program services.	3.3. In addition to level 2, written procedures are in place for soliciting referrals from multiple sources and those procedures are distributed.	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.

DRAFT

Gifted Education Programming Criterion VII: Student Identification and Assessment

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets Minimum Standard	Level 3 Above Standard	Level 4 Exemplary
4. Information about characteristics of giftedness and gifted programming is provided to parents.	4.1. Information about characteristics of giftedness is NOT provided to parents.	4.2. Parents are provided information regarding characteristics of giftedness and gifted programming options offered by the district.	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.	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.
5. All student identification procedures and instruments shall be based on best practices and research.	5.1. Instruments and identification procedures used are NOT based upon best practices and research.	5.2. The student assessment process utilizes multiple assessment measures that include both objective and subjective instruments.	5.3. 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.	5.4. In addition to level 3, the assessment and placement process is done in a timely manner.
6. Reliable and valid instruments are used for identifying gifted students.	6.1. Assessment instruments used are NOT reliable and valid for identifying gifted students.	6.2. Assessment instruments used are reliable and valid for identifying gifted students and are in compliance with MDE requirements.	6.3 N/A	6.4 N/A

Student Identification and Assessment Standards

DRAFT

Gifted Education Programming Criterion VII: Student Identification and Assessment

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets Minimum Standard	Level 3 Above Standard	Level 4 Exemplary
7. Written procedures for student identification shall include provisions for informed consent, notification of results, student reassessment, and student exiting.	7.1. No written procedures for student identification exist.	7.2. The district has written procedures for student identification, informed consent, notification of results, student reassessment, and student exiting.	7.3. In addition to level 2, the district provides parents with information regarding all phases of the referral and assessment process and results.	7.4. In addition to level 3, individual conferences are held with parents to review the assessment team report, the requirements for annual reassessment of the student's progress in the program, and the process for students entering and exiting the program.
8. The district has a policy in place for parent appeals.	8.1. No written guidelines exist for parent appeals.	8.2. The district has written procedures and guidelines for parent appeals in policy.	8.3. In addition to level 2, these guidelines are available to district personnel and the public, and are implemented on a consistent basis.	8.4. In addition to level 3, these guidelines are reviewed on an annual basis and revised as necessary.
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.	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.	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.	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.	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.

Student Identification and Assessment Standards

DRAFT

Gifted Education Programming Criterion VII: Student Identification and Assessment

Guiding Principle	Level 1 Does Not Meet Standard	Level 2 Meets Minimum Standard	Level 3 Above Standard	Level 4 Exemplary
10. Staff development is provided to all personnel involved in the identification and assessment of potentially gifted students.	10.1. No professional development is in place for personnel involved in the assessment and identification of potentially gifted students.	10.2. The district provides professional development for all personnel involved in the assessment and identification of potentially gifted students.	10.3. In addition to level 2, the district's gifted contact person and licensed examiners have successfully completed training regarding the assessment and identification of potentially gifted students.	10.4. In addition to level 3, training occurs on an ongoing basis.

Student Identification and Assessment Standards

§ 37-23-171 through 37-23-181

DRAFT