



Gifted Education

Quality Program Assessment Rubric

AU Name:

Date Completed:

Name/role of person completing:

Please use the check box to indicate where your AU is on the rubric.

1. Vision: Provides a foundation for an equitable, high impact Gifted Education program within the AU increasing opportunity and access for all Colorado gifted learners.					
Domains	Not Evident	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary
A. Vision	<input type="checkbox"/> No vision for gifted education exists.	<input type="checkbox"/> Vision for gifted education exists but fails to address diversity, access, equity, and inclusion.	<input type="checkbox"/> Vision for gifted education exists including a focus on diversity, access, equity, and inclusion. Vision addresses both the academic and social emotional needs of gifted learners. Vision has been communicated with stakeholders.	<input type="checkbox"/> Vision for gifted education exists including a focus on diversity, access, equity, and inclusion. All programming and identification practices align with this vision. Vision addresses both the academic and social emotional needs of gifted learners. Vision has been communicated with stakeholders.	<input type="checkbox"/> Vision for gifted education has embedded diversity, access, equity, and inclusion in all aspects. Vision addresses both the academic and social emotional needs of gifted learners. Identification and programming are driven by disaggregated data. Data indicates practices are effective in attaining proportionality and eliminating gaps in gifted student achievement. Vision has been communicated with stakeholders.

2. Identification: Best practices are followed to identify all gifted students in pre-K through grade 12 to create a system that promotes equitable access and opportunity for all Colorado gifted learners.					
Domains	Not Evident	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary
A. Universal Opportunity/ Access	<input type="checkbox"/> Process to review every student for gifted services or talent development is non-existent.	<input type="checkbox"/> Inconsistent implementation of universal student review/screening is employed for identification for gifted services or talent development.	<input type="checkbox"/> Every student enrolled within the AU has been reviewed/screened to determine potential need for gifted services or talent development at least once.	<input type="checkbox"/> Every student enrolled within the AU has data reviewed/screened to determine potential need for gifted services or talent development on multiple occasions.	<input type="checkbox"/> Every student enrolled within the AU has data reviewed/screened to determine potential need for gifted services or talent development annually.

<p>B. Multiple Avenues Exist for Identification of Student Strengths</p>	<p><input type="checkbox"/> No identification avenues exist to identify in students' areas of strength(s).</p>	<p><input type="checkbox"/> Identification avenues are inconsistently implemented to identify students' areas of strength(s) in all grade levels offered in the AU.</p>	<p><input type="checkbox"/> A variety of identification avenues are consistently implemented, use culturally responsive measures, and provide options for multiple referral sources and evidence of gifted abilities in all grade levels offered in the AU.</p>	<p><input type="checkbox"/> Identification avenues are consistently implemented, use a variety of culturally responsive measures, referral sources, and include universal screening procedures in all grade levels offered in the AU.</p>	<p><input type="checkbox"/> Identification avenues are consistently implemented, use a variety of culturally responsive measures, referral sources, and provide a variety of avenues for students' gifted abilities to be documented across different academic and talent areas in all grade levels offered in the AU. The identification process includes data reviews specific to typically underrepresented groups and additional avenues for these groups if needed to support equity in identification.</p>
<p>C. Diversity & Equity</p>	<p><input type="checkbox"/> No promotion of diversity and equity in practice.</p>	<p><input type="checkbox"/> Awareness of need and conversations related to promoting diversity and equity have taken place, but no practices exist.</p>	<p><input type="checkbox"/> Practices exist and identification efforts are consistently implemented which focus on diversity and equity providing a variety of avenues for students' gifted abilities to be identified across multiple academic and talent areas.</p>	<p><input type="checkbox"/> Practices exist, identification efforts are consistently implemented, and monitoring occurs through ongoing data collection which focus on diversity and equity providing several avenues for students' gifted abilities to be identified across a variety of academic and talent areas.</p>	<p><input type="checkbox"/> Diversity and equity are embedded in all aspects of the identification process and on-going data analysis. Data indicates identification practices are effective in attaining proportionality.</p>
<p>D. Body of Evidence</p>	<p><input type="checkbox"/> AU does not use a body of evidence when determining the need for gifted services.</p>	<p><input type="checkbox"/> Inconsistent use of a body of evidence when determining the need for gifted services.</p>	<p><input type="checkbox"/> Consistent use of a body of evidence that includes multiple types of evidence including the use of nationally normed assessment(s).</p>	<p><input type="checkbox"/> Body of evidence collected directly aligns to individual student through the use of a variety of normed, observational, and anecdotal data sources to identify the unique needs of the student. A variety of data sources is employed to help reduce bias.</p>	<p><input type="checkbox"/> Body of evidence collected directly aligns to individual student through the use of a variety of normed, observational, and anecdotal data sources to identify the unique needs of the student. A variety of data sources is employed to help reduce bias. Data from body of evidence is transparent and shared with parents, students, and teachers as appropriate.</p>

3. Programming: Is in place to develop gifted students' strengths and interests and support their academic, developmental, and social-emotional needs.					
Domains	Not Evident	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary
A. Continuum of PreK-12 Gifted Programming	<input type="checkbox"/> No evidence exists to show universal, targeted, and intensive tiers of programming for all ages and strength areas of gifted students.	<input type="checkbox"/> Inconsistent utilization of universal, targeted, and intensive tiers of programming for gifted students.	<input type="checkbox"/> Consistent efforts are made to utilize universal, targeted, and intensive tiers of programming for gifted students at all ages and in any strength area based on individual student needs.	<input type="checkbox"/> Consistent efforts are made to utilize universal, targeted, and intensive tiers of programming for gifted students at all ages and in any strength area based on individual student needs. Progress monitoring and adjustment are on-going as students needs change.	<input type="checkbox"/> Consistent efforts are made to utilize universal, targeted, and intensive tiers of programming for gifted students at all ages and in any strength area based on individual student needs. Progress monitoring and adjustment are on-going and leads to positive outcomes for gifted students.
B. Alignment with Identification	<input type="checkbox"/> Programming does not align with identification.	<input type="checkbox"/> Programming inconsistently aligns with identification.	<input type="checkbox"/> Programming aligns with identification and is aligned to individual gifted student area of strength.	<input type="checkbox"/> Programming aligns with identification and programming is culturally responsive to the individual needs of the gifted student.	<input type="checkbox"/> Programming aligns with identification, is culturally responsive to the individual needs of the gifted student, and is embedded into systems of student support within the Administrative Unit/ District.
C. Cultural Responsiveness	<input type="checkbox"/> Gifted programming does not respond to the needs of the students it serves; context, ability to access, and/or cultural sensitivity are not apparent.	<input type="checkbox"/> Inconsistent alignment of programming to student cultural and diversity needs. Some consistent needs may be met, but others are absent.	<input type="checkbox"/> Alignment of programming to individual student needs including relevance to cultural context and accessibility.	<input type="checkbox"/> Consistent implementation of a variety of programming options aligned to individual student needs including relevance to cultural context and accessibility.	<input type="checkbox"/> Systemic application of culturally responsive practices is implemented in all programming including gifted programming which addresses the individual needs of the learner.
D. Systems for Struggling Gifted Students	<input type="checkbox"/> No evidence of support for struggling gifted students.	<input type="checkbox"/> Inconsistent efforts to support struggling gifted students.	<input type="checkbox"/> A regular system of support is in place and used to address struggling gifted students. This system may be independent of school systemic structures, but does seek input from other stakeholders as needed.	<input type="checkbox"/> Systemic support for struggling gifted students includes stakeholders across disciplines to create a whole child system of support. Data is used and shows inconsistent effectiveness within all AU gifted populations.	<input type="checkbox"/> Systemic support for struggling students which includes stakeholders across disciplines. Data is used and shows effectiveness within all AU gifted populations.
E. High-Impact Instructional Strategies	<input type="checkbox"/> No evidence of the use of student information to determine appropriate instructional strategies for gifted learners, and consistently progress monitor.	<input type="checkbox"/> Educators inconsistently use student information to determine appropriate instructional strategies for gifted learners, and consistently progress monitor.	<input type="checkbox"/> Educators use student information to determine appropriate instructional strategies for gifted learners, and consistently progress monitor.	<input type="checkbox"/> Educators use student information to determine appropriate instructional strategies for gifted learners, and consistently progress monitor. Instruction is adjusted based on student need, and is connected to students' real-life experiences and communities.	<input type="checkbox"/> Educators use student information to determine appropriate instructional strategies for gifted learners, and consistently progress monitor. Instruction is adjusted based on student need, and is connected to students' real-life experiences. Students are involved in and advocate or their growth, strengths, and needs.

F. Social-emotional (SE) Programming and Support for Gifted Students	<input type="checkbox"/> No evidence of programming or use of data to support the social emotional growth of gifted students exists.	<input type="checkbox"/> Some evidence of Administrative Unit/District beginning to commit to promoting the social-emotional growth of gifted students but does not include targeted support for gifted students' needs.	<input type="checkbox"/> Programming for the social emotional needs of gifted students is aligned and includes support for common characteristics of giftedness.	<input type="checkbox"/> Systemic programming for the social emotional needs of gifted students is aligned and includes support for common characteristics of giftedness, and includes support specific to the needs of culturally, linguistically diverse, students experiencing poverty, and trauma. Programming is evaluated for effectiveness.	<input type="checkbox"/> Systemic programming for the social emotional needs of gifted students is aligned and includes support for common characteristics of giftedness, and includes support specific to the needs of culturally, linguistically diverse, students experiencing poverty, and trauma. Programming is evaluated for effectiveness annually and indicates practices are effective in meeting the needs of all gifted populations in the AU.
G. College and/or careers Readiness	<input type="checkbox"/> No practices are in place to expose students to college and career options.	<input type="checkbox"/> Limited options exist for students to be exposed to college and career options.	<input type="checkbox"/> Practices exist to expose students to college and career options. These options may be part of a school-wide commitment.	<input type="checkbox"/> Practices exist to assist gifted students in exploration and support of college and career opportunities.	<input type="checkbox"/> Practices exist to assist gifted students in exploration and support through a wide variety of college and career opportunities throughout their educational career.
H. Talent Development	<input type="checkbox"/> No opportunities exist for students to access services without formal gifted identification.	<input type="checkbox"/> Beginning to provide opportunities for students to access services regardless of formal gifted identification in order to support talent development but not a systemic process.	<input type="checkbox"/> Systems exist to provide opportunities for students to access services regardless of formal gifted identification in order to support talent development.	<input type="checkbox"/> Systems exist to provide culturally relevant opportunities for students to access services regardless of formal gifted identification in order to support talent development.	<input type="checkbox"/> Systems exist to provide culturally relevant opportunities for students to access services both within school and community regardless of formal gifted identification in order to support talent development.

4. Personnel/Professional Development Indicators: Evidence of staffing and leadership that is conducive to dynamic program implementation.					
Domains	Not Evident	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary
A. Alignment of student need to staff training	<input type="checkbox"/> No data collection efforts present to help determine need in order to allow for alignment of professional development and resource allocation.	<input type="checkbox"/> Inconsistent data collection efforts present to help determine need in order to allow for alignment of professional development and resource allocation. Data may be in the	<input type="checkbox"/> Consistent data collection efforts that include but are not limited to, instructional strategies, growth and achievement, social and emotional strategies, as well as review of impact on students are present to help determine need in order to allow for alignment of professional	<input type="checkbox"/> Proactive data collection efforts to target need include but are not limited to, instructional strategies, growth and achievement, and social and emotional strategies. Efforts are driven by impact on students to help determine need and effectiveness is	<input type="checkbox"/> Proactive and ongoing data collection efforts to target need include but are not limited to, instructional strategies, growth and achievement, social and emotional strategies, driven by impact on students are employed to help determine need allowing for alignment of on-going professional development and resource

		form of student interviews/feedback, staff surveys, and/or growth and achievement analysis.	development and resource allocation.	evaluated regularly through feedback and analysis.	allocation. Efforts align between CPP, UIP, and stakeholder feedback showing needs of gifted students are being met.
B. Staff Growth and Development	<input type="checkbox"/> Staff lack training in gifted education and/ or have no professional development opportunities.	<input type="checkbox"/> Inconsistent training or professional development opportunities in gifted education.	<input type="checkbox"/> Training and professional development opportunities are available to build understanding for new staff in gifted education.	<input type="checkbox"/> Any staff, regardless of discipline, may participate in ongoing professional development opportunities in gifted education and demonstrate application of learning.	<input type="checkbox"/> Staff across disciplines are highly trained in gifted education and have the opportunity to share learning, coach, or mentor other staff members to build capacity within the AU.
C. Communication	<input type="checkbox"/> Lack of effective communication between staff and leadership regarding the needs of gifted learners.	<input type="checkbox"/> Ineffective or disorganized communication between staff and leadership regarding the needs of gifted learners.	<input type="checkbox"/> Staff and leadership have established a communication process/strategy regarding the needs of gifted learners.	<input type="checkbox"/> Staff and leadership have various well-defined channels of regular communication regarding the needs of gifted learners.	<input type="checkbox"/> Staff and leadership have various well-defined channels of regular communication with a feedback process regarding the needs of gifted learners.

5. Communication and Family/Community Engagement: Communication and family engagement efforts support inclusion, equity, and access to ensure all families of gifted learners are knowledgeable about opportunities for their students.					
Domains	Not Evident	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary
A. Family Engagement Opportunities	<input type="checkbox"/> No family engagement opportunities are offered.	<input type="checkbox"/> Family engagement opportunities are limited and are not culturally responsive.	<input type="checkbox"/> Family engagement opportunities are aligned to family needs and are culturally responsive.	<input type="checkbox"/> Family engagement opportunities are aligned to family need, provided consistently, and are culturally responsive.	<input type="checkbox"/> Family engagement opportunities are aligned to family need, provided consistently, are culturally responsive, and have a system for ongoing feedback and adjustment.
B. Continuum of Communication Options	<input type="checkbox"/> No communication options are employed to engage the community and families of gifted learners.	<input type="checkbox"/> Inconsistent communication options are employed to engage the community and families of gifted learners in understanding identification and programming options.	<input type="checkbox"/> Staff and leadership have established a communication process/strategy to engage the community and families of gifted learners in understanding identification and programming options.	<input type="checkbox"/> Staff and leadership have various well-defined channels of regular communication to engage the community and families of gifted learners in understanding identification and programming options.	<input type="checkbox"/> Staff and leadership have various well-defined channels of regular communication with a feedback process to engage with the community and families of gifted learners in understanding identification and programming options.

6. Program Evaluation: On-going evaluation of program effectiveness to ensure equity in all aspects of gifted education within the Administrative Unit/ District.

Domains	Not Evident	Needs Improvement	Meets Expectations	Exceeds Expectations	Exemplary
A. Resource Allocation	<input type="checkbox"/> Resources are not allocated to support gifted identification or programming.	<input type="checkbox"/> Resources are allocated but are not leveraged in the most effective manner to meet gifted student needs.	<input type="checkbox"/> Resources are allocated and leveraged sufficiently to support ongoing identification and programming needs within the AU to meet gifted student needs.	<input type="checkbox"/> Resources are allocated and leveraged to support ongoing identification and programming needs within the AU allowing for a focus on increasing access and equity. Resources are contributed at the AU level.	<input type="checkbox"/> Resources are allocated and leveraged to support increasing access and equity through ongoing identification and programming needs within the AU. The AU commits to resource acquisition and improvement for gifted students.
B. Student Growth and Achievement	<input type="checkbox"/> The academic growth and/or achievement of gifted students is not increasing.	<input type="checkbox"/> The academic growth and/or achievement of gifted students is increasing in some areas of identification but not others.	<input type="checkbox"/> The academic growth and/or achievement of gifted students is increasing for many populations of gifted learners. The AU shows an awareness of others and engages efforts to assist gifted learners who are not growing.	<input type="checkbox"/> The academic growth and achievement of gifted students is increasing for all populations of gifted learners. Excellence gaps are decreasing.	<input type="checkbox"/> The academic growth and achievement of gifted students is increasing for all populations of gifted learners. Excellence gaps are nonexistent.
C. Data Driven Decision Making/ Continuous Improvement	<input type="checkbox"/> Data analysis systems for continuous improvement are not in place.	<input type="checkbox"/> Data analysis systems for continuous improvement exist but are not used.	<input type="checkbox"/> Data analysis systems for continuous improvement are in place and are used consistently including a focus on areas of diversity, access, and equity relevant to the AU and the populations it serves.	<input type="checkbox"/> Data analysis systems for continuous improvement are consistently implemented and are used consistently including a focus on areas of diversity, access, and equity relevant to the AU and the populations it serves and include ongoing monitoring and feedback for annual reflection.	<input type="checkbox"/> Data analysis systems for continuous improvement are consistently implemented. Diversity, access, and equity are embedded in all aspects of data analysis and decision making. Data is used to indicate practices that are effective in attaining proportionality and eliminating gaps as well as indicating where gaps may exist and adjustments are made as a result.
D. Stakeholder Feedback	<input type="checkbox"/> No systems for stakeholder feedback in place.	<input type="checkbox"/> Inconsistent systems for gathering stakeholder feedback are employed.	<input type="checkbox"/> Consistent on-going systems for stakeholder feedback are employed and the feedback is used to make changes to existing practices. Methods for gathering stakeholder feedback include culturally responsive strategies.	<input type="checkbox"/> Consistent on-going systems for stakeholder feedback are employed and the feedback is used to make changes to existing practices. Methods for gathering stakeholder feedback include culturally responsive strategies. Survey results reflect AU demographics and school representation.	<input type="checkbox"/> Consistent on-going systems for stakeholder feedback are employed and the feedback is used to make changes to existing practices. Methods for gathering stakeholder feedback include culturally responsive strategies. Survey results reflect AU demographics and school representation and is disaggregated to make informed program decisions.

