

Programming Rubric of Best Practices

PROGRAM PLAN INDICATORS		
Distinguished	On-Target	Developing
Goals for the Administrative Unit Program Plan are SMART goals: have been developed with stakeholder input address college and career readiness, and progress of programming goals is reported annually to stakeholders.	Student achievement and/or program goals in the Administrative Unit Plan are strategic and specific, measurable, attainable, results-based, and time-bound (SMART). Progress of programming goals is reported annually on the end-of-year report.	Goals for the Administrative Unit Plan are aligned with AU needs in gifted education.
The school district has a vision, mission, and philosophy statement in place that clearly articulates the need for gifted education identification and programming and includes policies for: early entrance, acceleration, ability grouping, clustering, concurrent enrollment and post-secondary success.	A clearly articulated, on-target vision, mission, and philosophy statement with accompanying goals and objectives for gifted education is communicated on a regular basis via parent, teacher, and school board meetings.	A clearly articulated vision, mission and philosophy statement with accompanying goals and objectives for gifted education is available to stakeholders.
Reports (administrative unit plan and end-of-year report) that include progress data on identification, programming and assessment are available in many formats and are presented annually to stakeholders. Reports are designed to present results and provide information to guide future educational decisions. Excellence gaps in the gifted student population are identified.	Reports (administrative unit plan and end-of-year report) that include progress data on identification, programming and assessment are available in many formats and are presented annually to stakeholders. Performance gaps are identified in trend data; beginning to look at excellence gaps.	Reports (administrative unit plan and end-of-year report) that include progress data on identification, programming and assessment are available in a clear and cohesive format.
DEFINITION INDICATORS		
Distinguished	On-Target	Developing
The definition expands on the state definition to include comments about unique or underserved populations; or explanation for exceptionality, twice exceptional, aptitude or domain.	The definition is the same as the state definition for gifted and talented students, including the categories of giftedness: <ul style="list-style-type: none"> ◆ general or specific intellectual ability ◆ specific academic aptitude ◆ creative or productive thinking ◆ leadership abilities ◆ visual or performing arts; musical or psychomotor abilities 	A definition is not formed for gifted students, and/or fails to include all categories of giftedness.

COMMUNICATION INDICATORS

Distinguished	On Target	Developing
Specific procedures for gifted identification, programming, program evaluation, student retention, exiting and appeals are provided on a yearly basis in a variety of formats. Guidelines are embedded in RtI practice and are reviewed and revised annually.	An effort is made to communicate specific procedures and Response to Intervention (RtI) processes for gifted identification, programming and performance, program evaluation, student retention, exiting and appeals via written and/or oral communication.	Specific procedures for gifted identification, programming, program evaluation, student retention, exiting and appeals are in place and available.
Gifted programming/informational documents are available in a variety of languages and presented in informational meetings for all parents/guardians. Adaptations are made to attend to issues of cultural sensitivity. Early implementation of career/course guidance (materials and counseling) occurs in order to provide support and align school courses with specific gifted strengths. Students at the secondary level lead ALP and ICAP processes.	Gifted programming/informational documents are available in specific targeted languages in the administrative unit and shared with parents and community. Counselors/school staff members actively seek and provide career/course guidance materials and counseling for specific gifted strengths.	Some programming/informational documents are available in languages other than English for parents and community. Career guidance materials consistent with specific gifted strengths are available.
Information communicated addresses pertinent questions raised by all constituency groups and is responsive to the needs of all stakeholders.	Information communicated to specific constituencies is aligned with the interest needs of each group and is reported and available on a yearly basis.	Information communicated to specific constituencies is aligned with the interests/ needs of each group and is available on request.
Use of multiple effective forms of communication, such as: <u>Non-print media</u> (press conferences, presentations at meetings and conferences, radio, television, telephone calls, videotapes, interactive video conferences, public service announcements, news reports) <u>Print Media</u> (letters, faxes, magazines, journals, brochures, post cards, placards, electronic/billboard signs, stickers, wire service) and <u>Electronic</u> (internet, email, gifted education centers)	Written documents with policies, procedures, and guidelines are available in schools, main offices, and throughout a community; newspaper releases and other oral/written platforms showcase gifted initiatives. Primary informational materials are Web-based and accessible to parents and the public.	Written policies are, housed in district and in buildings.

IDENTIFICATION INDICATORS		
Distinguished Referral	On-Target Referral	Developing Referral
Districts provide information for parents and teachers regarding gifted education and the RtI process via special workshops and seminars annually regarding the process for identifying students for gifted services.	Districts provide information for teachers regarding gifted identification and the RtI process via workshops and in writing regarding the process for observing and identifying gifted students for gifted services.	Information regarding gifted characteristics and student referral is disseminated on a yearly basis to staff members and parents.
Information is provided annually to teaching staff, parents and community, in a variety of languages, regarding the process for referring students for gifted education programming services. Referral forms are available in a variety of languages.	Information regarding the characteristics and needs of gifted students is annually disseminated to all appropriate staff members and parents.	District is building understanding about giftedness, characteristics and needs with staff, parents and community.
Universal screening through the RtI process is the primary method to identify students with strengths who may be gifted. Referral for identification is accepted from any source (teachers, parents, community members, peers, self, etc.); and referral is actively sought through examination of student performance data.	Universal screening through an RtI assessment is the primary method to identify students with strengths who may be gifted. Screening and observation data drive referrals for identification, accepted from any source (teachers, parents, community members, peers, self, etc.).	Referral for identification is accepted from limited sources.
All students are considered in the universal screening of potential recipients of gifted education services including but not limited to gender, ethnicity, ESL, and social-economic levels; additional diagnostic efforts are made to seek equitable representation in the gifted population when compared to district demographics.	<u>All</u> students are considered in the universal screening of potential recipients of gifted education services including but not limited to gender, ethnicity, ESL, and socio-economic levels. Specific screening points or grade levels are determined by the administrative unit.	No screening process is in place to ensure equity.

The screening and referral process is ongoing and occurs at any time when it is needed.	There is a written process for universal screening and targeted screening by grade or classroom.	Process for referral is unclear or no written schedule exists for collection of referrals.
Procedures	Procedures	Procedures
Information about using RtI elements and practices for identification procedures is distributed annually to parents, educators, students, and other community members; procedures and guidelines are reviewed and revised periodically.	Information about using RtI elements and practices for identification procedures is distributed to parents, educators, students, and other community members.	District is developing clearly written district-wide procedures which include: <ol style="list-style-type: none"> 1. provisions for informed consent 2. multiple referral sources 3. student retention 4. student reassessment 5. student exiting 6. appeals procedures
Screening and district gifted identification guidelines contain specific procedures for assessment of students with outstanding exceptionalities pre-K-2; grade level screenings are evident more than once; as needed individually identification occurs in elementary grades, middle, and high school.	Screening, identification, and the creation of a talent pool occurs as appropriate in early grades (K-2); identification is conducted through widespread event in mid-elementary years; talent pools are formed as determined through middle school.	Identification procedures are not fully implemented.
District personnel recognize and respond to strengths for building a body of evidence toward formal identification, including the student's response to intervention over time.	Student data is collected using an appropriate balance of quantitative and qualitative measures with adequate evidence of reliability and validity for the purposes of identification.	No procedures for data collection exists and/or only quantitative or qualitative data is used.
Assessment Tools	Assessment Tools	Assessment Tools
Assessments are provided in a student's primary language; if not available then non-verbal and rating scales are used.	Assessment tools are provided in a student's primary language.	Assessment tools are provided in the primary language of the largest percentage of the district's overall population.

Assessments are responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices.	Assessments are culturally fair.	Assessments are biased against some populations with no alternatives available.
Assessment tools are utilized to identify students in all defined areas of giftedness consistently across grade levels.	Assessment processes are sensitive to the fact that not all gifted student potential is demonstrated in academics, but may exist in other defined areas.	The assessment process is designed to reveal potential in limited areas as defined in statute.
Student assessment data comes from qualitative and quantitative tools, multiple sources and includes multiple assessment methods.	Multiple tools are used. No single assessment or its results deny a student from eligibility.	A single assessment tool is used for eligibility and/or the result of a single assessment denies a student eligibility.
Student assessment data represents an appropriate balance of reliable and valid quantitative and qualitative measures.	All instruments provide evidence of reliability and validity for the intended purposes and student population.	Instruments used lack reliability and validity and/or instruments are being used for a purpose other than that for which they were designed.
Assessment Profile	Assessment Profile	Assessment Profile
Adequate data points reflecting student performance are collected through the use of a variety of tools to allow a comprehensive profile of a student's potential and to ensure that gifted potential in underserved populations are identified.	Adequate data points reflecting student performance are collected through the use of a variety of tools to allow a comprehensive profile of a student's aptitude and areas of strength.	Data collected includes only achievement data and/or only one tool is used, thus providing limited data.
The assessment profile is ongoing and flexible to reflect a student's response to intervention through progress monitoring before and after identification; profile data is used to make programming decisions and utilized in the development of the Advanced Learning Plan.	The assessment profile is used to make programming decisions and utilized in the development of the Advanced Learning Plan.	Assessment profile information influences identification decision only.

PROGRAMMING INDICATORS		
Distinguished	On-Target	Developing
Advanced Learning Plans developed through problem solving process and demonstrate the alignment of services and programming matched to student needs (academic, social-emotional and college and career ready) and strengths, pre-K to 12. Students and parents report meaningful engagement.	Advanced Learning Plans developed through problem solving process and demonstrate the alignment of services and programs matched to student needs (academic, social-emotional and college and college ready) and strengths, K-12	Advanced Learning Plans are developed for all identified gifted students, but lack alignment between strengths and programming.
Programming options are incorporated throughout a student's instructional day; a variety of community resources enhance the growth and development of students' strengths; expanded learning opportunities exists for choice	Programming options are incorporated throughout a student's instructional day; there are provisions for each area of giftedness and social-emotional needs and college and career readiness.	Programming options are occasionally available during school hours.
Standards-based differentiated curriculum and instruction occurs regularly based upon data collection and ongoing formative assessment. Appropriate differentiation incorporates: compacted curriculum, tiered lesson design, content extensions, acceleration, cluster grouping, higher order thinking skills.	Standards-based tiered curriculum and instruction for gifted learners is: central to practice; based on summative, interim and formative assessments; and, a district expectation.	Standards-based differentiated curriculum is limited for gifted learners in classrooms.
Flexible instructional pacing allowing for acceleration methods, in-depth work, and provisions for compacting through progress monitoring are utilized in all schools and content areas and are based on a student's strengths and needs.	Flexible instructional pacing allowing for acceleration methods, in-depth work, and provisions for compacting through progress monitoring is utilized in all schools.	Little flexibility in instructional pacing exists.
Effective collaboration between student, family and school staff results in comprehensive programming that includes counseling, college and career planning.	Gifted programming includes attention to unique social-emotional needs through planning with students and families.	Teachers recognize the unique characteristics and social-emotional needs of gifted students.

Regular, ongoing, opportunities to learn and work with peers are provided. (i.e. cluster grouping, magnet program or classroom)	Opportunities are provided for students to learn and work with peers of similar ability and learning interest. (i.e.: flexible grouping)	Educators recognize the need for opportunities to learn and work with peers of similar ability and interest.
A continuum of opportunities for interdisciplinary application in authentic settings is provided.	Regular opportunities for meaningful research, independent study, and/or mentorship are provided in the area/s of strength.	Some opportunities for meaningful research are provided.
Advanced programming in content areas utilizes interdisciplinary methods; post-secondary enrollment options are available and encouraged for appropriate students.	Advanced programming is available in all content areas; post-secondary enrollment options are available for students.	Advanced programming opportunities are limited.
Policy and procedures addresses acceleration for all content areas.	Procedures are in place to address student acceleration by content or grade level.	No acceleration policy exists.

EVALUATION AND ACCOUNTABILITY INDICATORS

Distinguished	On-Target	Developing
The district has in place a process and timeline for holding regular program evaluations for gifted education. The district meets all the requirements of the On Target rubric so that communication with all stakeholders is thorough and all stakeholders have the opportunity to be well informed on gifted education identification, programming and accountability. Program evaluation results are used to develop goals and a strategic plan for program improvement.	The district has in place a system for communicating with all stakeholders by regularly reporting to district and school administrators, school board members, parents and the community. Gifted information is available through a variety of means on a regular basis.	The district has in place means by which gifted programming options and assessment methods are available and communicated to all stakeholder groups.
The district has trained staff to use all current, up-to-date database information for gifted students. K-12 transitions are seamless. Staff is trained in data analysis and uses student performance and growth	The district updates its gifted database regularly and includes programming and student performance and growth results for each student. There is a formal process in place so teachers and staff work collaboratively	The district has an established database of gifted students that includes name, gender, and ethnicity. Transitioning students from elementary to middle school and middle school to high school is understood by all

<p>results information to plan instruction. Communication in writing to parents includes the database information kept on their child and the procedure for transitions years.</p>	<p>to transition students between elementary school and middle school, and the middle school and high school.</p>	<p>staff members, students and parents.</p>
<p>All gifted students have Advanced Learning Plans that are based on SMART goals. These plans are in cumulative files and are communicated to all staff members who work with the students. Parents and teachers are part of the ALP development process and understand the student's goals. Students have input to planning and evaluating progress on goals. All records and plans are stored electronically and can be easily accessed. ALP plans are appropriate and unique for each level of instruction: elementary, middle and high school.</p>	<p>Individual schools in the district understand the requirements for cumulative records for gifted students. Advanced learning plans are updated annually, performance targets identified and involves collaborative work of student, parents, teachers and the gifted resource person.</p>	<p>The district has established a method for keeping individual cumulative records on the identification and programming for gifted students. Advanced Learning Plans are available for review for each gifted student.</p>
<p>Gifted education is part of all district accountability planning. Stakeholders are informed of these plans regularly. Individual schools use improvement plans to meet the needs of gifted students and results are reported to the district and stakeholders.</p>	<p>A plan for the education of gifted students is a part of the district's improvement plans and integrated with accreditation processes.</p>	<p>Gifted education is included in the district plan for accreditation.</p>
<p>The district staff, including all teachers and all administrators, analyzes a body of evidence that includes performance and growth data (e.g., standardized testing, criterion based assessments and authentic performance assessments) to guide instruction.</p>	<p>Teachers and administrators are able to disaggregated state assessment results for gifted students, conduct data analysis and identify performance gaps in gifted student data for determining instructional priorities.</p>	<p>The district disaggregates CSAP scores for identified gifted students.</p>

PERSONNEL INDICATORS

Distinguished	On Target	Developing
The program plan clearly describes the personnel who provide direct and indirect instructional and programming services to gifted students, preK-12.	The program plan clearly describes the personnel who provide direct and indirect instructional and programming services to gifted students, K-12.	The program plan does not describe the personnel who provide instruction and indirect programming.
The AU or district provides professional development to ensure personnel are knowledgeable in the characteristics and differentiated instructional methods for teaching gifted students; embeds coursework, advanced degree programs, or other gifted education professional development activities for staff in its program plan; and/or the administrative unit provides support or incentives for personnel to seek the gifted endorsement or advanced degree. AU uses support from an institution of higher education.	The AU or district provides professional development to ensure personnel are knowledgeable in the characteristics and differentiated instructional methods for teaching gifted students.	Schools are provided information about what can be done for the success of gifted students (challenge, affective, creative, and talent needs).
The Administrative Unit provides at least one qualified gifted education director, coordinator, or resource teacher to facilitate gifted programming (full or part-time) and the administrative unit provides gifted facilitators or resource teachers to individual schools and/or feeder networks.	The Administrative Unit provides at least one gifted education director, coordinator, or resource teacher to facilitate gifted programming (full or part-time).	The administrative unit does not provide a qualified gifted education director, coordinator, or resource teacher to facilitate gifted programming.
Personnel working with gifted students consult and communicate effectively with other professionals, administrators and parents about the educational needs of gifted student for the development of the Advanced Learning Plan, preK-12.	Personnel working with gifted students consult and communicate effectively with other professionals, administrators and parents about the educational needs of gifted student for the development of the Advanced Learning Plan, K-12.	All personnel working with gifted students are aware of the Advanced Learning Plan.

Classrooms consisting of mainly gifted students are taught by qualified teachers with gifted endorsement or advanced degree, and meet the federal requirements for highly qualified personnel.	Teachers responsible for the instruction of gifted students in core academic areas meet the federal requirements for highly qualified personnel.	Teachers responsible for the instruction of gifted students in core academic areas are not highly qualified.
BUDGET INDICATORS		
Distinguished	On Target	Developing
The budget for gifted programming is embedded in the district's or Administrative Unit's long-term strategic plan processes, and is augmented by integrative, collaborative efforts between departments in the district/s for programming, student activities, and professional development.	The budget is developed based upon needs to improve and implement gifted education in the Administrative Unit. The budget supports goals identified in the plan.	The budget lacks alignment to improvement, implementation and/or goals identified in the plan.
Relevant budget decisions are driven by periodic needs assessment for the improvement of student achievement and gifted programming.	The total budget is allocated to effectively implement the overall plan for gifted education in the Administrative Unit.	Needs assessment includes budgeting for the advanced learning needs of students.
The Administrative Unit's contributions to gifted education far exceeds the supplemental level of funding.	The plan clearly describes the Administrative Unit's commitment to adequately supplement the fund amount requested from the state. Contributing funds from the AU combine with the state funds to support the gifted program.	Administrative unit does not provide adequate funds to supplement state gifted funding.
The state funds are supplemental in nature and used for: <ul style="list-style-type: none"> ◆ salaries for certified, endorsed, or licensed personnel serving primarily gifted students ◆ professional development and training related to gifted education ◆ identification of gifted students ◆ activities associated with gifted programming options specific to gifted 	The state funds are supplemental in nature and are used for: <ul style="list-style-type: none"> ◆ salaries for certified, endorsed, or licensed personnel serving primarily gifted students ◆ professional development and training related to gifted education ◆ identification of gifted students ◆ activities associated with gifted programming options specific to gifted students and their advanced learning plans 	Budget indicates use of state gifted funds for ineligible purposes.

<p>students and their advanced learning plans</p> <ul style="list-style-type: none"> ◆ supplies and materials used in the instructional programming for gifted students ◆ technology and equipment for the education of gifted students – limited to 25% of the budget <p>Funding is apportioned to ensure the continuum of gifted educational services provided in the administrative unit/district; services are not denied in any defined area of giftedness due to lack of funding</p>	<ul style="list-style-type: none"> ◆ supplies and materials used in the instructional programming for gifted students ◆ technology and equipment for the education of gifted students – limited to 25% of the budget 	
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REPORTS INDICATORS		
Distinguished	On Target	Developing
<p>The Administrative Unit submits a year-end report by September 30 of each year. Each school or district in the Administrative Unit contributes to the information on the year-end report; the year-end report elaborates on goal results and student achievement success.</p>	<p>The Administrative Unit submits a year-end report by September 30 of each year. Each school or district in the Administrative Unit contributes to the information on the year-end report.</p>	<p>The administrative unit does not submit a year-end report, submits the report late, and/or fails to collect and include data from each school or district in the AU.</p>
<p>The year-end report reflects gifted student progress/achievement, results of objectives from program plan, and programming for each district in the Administrative Unit.</p>	<p>The year-end report reflects gifted student progress/achievement, results of objectives from program plan, and programming for each district in the Administrative Unit.</p>	<p>The year-end report lacks one or more of:</p> <ul style="list-style-type: none"> ◆ gifted student progress/achievement ◆ results of objectives from program plan ◆ programming for each district in the administrative unit
<p>The report includes but is not limited to:</p> <ul style="list-style-type: none"> ◆ a statement of financial income and expenditures ◆ number of students formally identified as gifted (proportional to the overall state percentage of gifted students) 	<p>The report includes but is not limited to:</p> <ul style="list-style-type: none"> ◆ a statement of financial income and expenditures ◆ number of students formally identified as gifted (proportional to the overall state percentage of gifted students) 	<p>The report lacks one or more of:</p> <ul style="list-style-type: none"> ◆ a statement of financial income and expenditures ◆ number of students formally identified as gifted (proportional to the overall state percentage of gifted students)

<ul style="list-style-type: none"> ◆ percent of students identified by gender and ethnicity, twice exceptional, gifted preschoolers served through early entrance, if applicable ◆ number of non-identified students served through gifted student programming ◆ percent of formally identified gifted students ◆ programming strategies preK-12 ◆ methods for articulation/transition through the grades ◆ methods and data used to determine commensurate academic growth and progress monitoring ◆ the number of qualified personnel working in the Administrative Unit ◆ the Administrative Unit's alignment with state improvement goals 	<ul style="list-style-type: none"> ◆ percent of students identified by gender and ethnicity, twice exceptional, gifted preschoolers served through early entrance, if applicable ◆ number of non-identified students served through gifted student programming ◆ percent of formally identified gifted students ◆ programming strategies K-12 ◆ methods for articulation/transition through the grades ◆ methods and data used to determine commensurate academic growth and progress monitoring ◆ the number of qualified personnel working in the Administrative Unit ◆ the Administrative Unit's alignment with state improvement goals 	<ul style="list-style-type: none"> ◆ percent of students identified by gender and ethnicity, twice exceptional, gifted preschoolers served through early entrance, if applicable ◆ number of non-identified students served through gifted student programming ◆ percent of formally identified gifted students ◆ programming strategies K-12 ◆ methods for articulation/transition through the grades ◆ methods and data used to determine commensurate academic growth and progress monitoring ◆ the number of qualified personnel working in the Administrative Unit ◆ the Administrative Unit's alignment with state improvement goals
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