

## Master Checklist of Gifted Program Elements

Program Design Items	No Evidence	Some Evidence	In Place	Comments
There is a written philosophy and/or mission statement related to gifted students.				
There is a written definition of which students the district considers to have specific needs that require specialized services.				
There are written goals and objectives for these services.				
There is a written description of the services to be provided for the described students at each grade level and in each area served.				
Services provided align with how giftedness is defined in the district.				
Gifted students are grouped together for instruction in their area(s) of talent.				
Services are structured so that challenge in the area(s) of talent is provided on a daily basis.				
Services are constructed so that gifted students are provided opportunities to work independently in areas of talent.				
Services are constructed so that there is a continuum of services to meet the broad range of needs of individual gifted students.				
Policies are in place to allow early entrance, grade skipping, subject skipping, early credit, and early graduation according to individual student need.				
A district-level administrator is identified as being responsible for developing and monitoring these services.				
The roles of personnel at the district, the building, and the classroom levels are clearly defined.				
A districtwide stakeholder group exists and meets on a regular basis to review the district services for gifted students.				

Identification Items	No Evidence	Some Evidence	In Place	Comments
The district uses a norm-referenced measure of ability in each of the areas for which program services are offered (e.g., math, language arts).				
The district uses a norm-referenced measure of achievement with adequate ceilings to assess achievement above grade level in each of the areas for which program services are offered.				
The district uses qualitative indicators of ability to perform in each of the areas for which program services are offered.				
According to the instruments' technical manuals, the ability, achievement, and qualitative measures used for placement for gifted services are valid for their purposes.				
According to the testing manuals, the ability, achievement, and qualitative measures used for placement for gifted services have reliability coefficients of .85 or higher.				
The identification procedures ensure that all students have an opportunity to be referred for screening by publicizing the process and receiving referrals from all stakeholder groups.				
Local norms are used to find all students in need of gifted services.				
Students are identified in all grade levels for which services are provided.				
The formal identification process is repeated at targeted grade levels including (but not limited to) kindergarten, second grade, prior to placement for middle school, and prior to placement in high school.				
The appeals process is publicized.				
The appeals process allows for students to be given alternative ability, achievement, and/or qualitative measures at no cost to the family.				
The exit procedure begins with a meeting of relevant stakeholders (e.g., teachers, gifted coordinator, parents, students) to discuss performance and interventions.				

The exit procedure includes a time of intervention no less than one grading period to determine if the student can be successful in the program with supports.				
The exit procedure includes a second meeting after the intervention period to discuss the effectiveness of intervention and to determine future placement.				
<b>Curriculum and Instruction Items</b>	<b>No Evidence</b>	<b>Some Evidence</b>	<b>In Place</b>	<b>Comments</b>
There is a written curriculum in core subject areas and other areas served by the district that is specific to students identified as gifted in grades K–12.				
Student learning goals are clear, and evidence of how the learning will be demonstrated is clearly stated.				
The written curriculum has clear evidence of vertical articulation from grade to grade for K–12.				
There is clear evidence of acceleration of curriculum in areas served.				
There is clear evidence of enrichment of curriculum in areas served.				
Instruction and learning experiences are clearly differentiated to focus on higher order thinking.				
There is evidence of teaching communication, collaboration, research, critical thinking, and problem solving.				
There is evidence of gifted students being actively engaged in construction of knowledge.				
The pace of instruction is appropriate for gifted students.				
Gifted students are provided opportunity for choice to pursue areas of personal interest.				
There is evidence of gifted students' use of technology for creating, learning, and communicating content.				
Assessments are aligned to curriculum goals.				
Preassessments are used to determine individual instructional plans.				

Postassessments are used to demonstrate student growth and attainment of stated learning goals.				
<b>Affective Needs Items</b>	<b>No Evidence</b>	<b>Some Evidence</b>	<b>In Place</b>	<b>Comments</b>
A written, differentiated, affective curriculum that addresses the social and emotional needs of gifted students is available and used by teachers.				
The affective curriculum is vertically articulated for grades K–12.				
The affective curriculum teaches students about social and emotional characteristics as well as potential issues they may face.				
The affective curriculum provides students with strategies for coping with potential issues they may face as a result of giftedness (e.g., stress, leadership responsibility, perfectionism).				
Documentation of differentiated college guidance for gifted students is available (e.g., field trips, independent study projects, speakers, shadowing experiences pertaining to college exploration).				
Documentation of differentiated career guidance for gifted students is available (e.g., field trips, independent study projects, mentors, speakers, shadowing experiences pertaining to career exploration).				
<b>Professional Development Items</b>	<b>No Evidence</b>	<b>Some Evidence</b>	<b>In Place</b>	<b>Comments</b>
The district administrator has licensure (if available) or is required to obtain licensure or expertise in gifted education.				
Teachers of gifted students have licensure (if available) in gifted education or are required to obtain licensure within a specified time period following the assignment to teach gifted students.				
Teachers of gifted students are provided with opportunities for continuing professional development in the area of gifted education.				

Counselors of gifted students are provided with opportunities to seek licensure or other professional development in the area of gifted education.				
General education professionals are provided with opportunities for professional development about the characteristics and needs of gifted learners.				
Parents of gifted students are provided with opportunities for informational meetings about the characteristics and needs of this population				
<b>Program Evaluation Items</b>	<b>No Evidence</b>	<b>Some Evidence</b>	<b>In Place</b>	<b>Comments</b>
The district uses multiple strategies to assess gifted student performance and growth.				
Individuals knowledgeable about gifted learners and competent in the evaluation process periodically review all components of the gifted program. The results are used for continuing program improvement.				
The evaluation report for all educational services involving gifted students includes both strengths and areas of challenge of the program and is accompanied by a plan with implications for improvement and renewal over time.				
The results of the program evaluation are presented to the local school board and stakeholders and are accessible to all constituencies of the program.				

Checklist is modified from Speirs Neumeister, K. & Burney, V. (2019). *Gifted Program Evaluation: A Handbook for Administrators & Coordinators, 2<sup>nd</sup> Edition*. Waco, TX: Prufrock Press.