

**Office of College and Career Success**  
**Office of Magnet, Gifted, and IB Programs**  
Standards and Practices for Gifted Programs, 2014-2015

Characteristics of High Quality Schools	Unsatisfactory	Basic	Proficient	Distinguished
1. A clear and shared focus of what this gifted program will do for the students demonstrating the need for differentiated and accelerated curriculum and instruction.	There is no evidence of implementation of any of the three goals and/or activities/objectives to support a high-quality program for the gifted and talented population.	There is some evidence of some of the three goals and/or some of the activities/objectives that support high-quality programming for the gifted and talented population.	Many of the goals are supported by some activities/objectives to ensure high-quality programming is evident for the gifted and talented population.	All of the goals, as well as many activities/objectives support a high-quality program which is evident for the gifted and talented population.
2. High standards and expectations for all students, including the gifted and talented population.	Stakeholders display questionable standards of honesty, integrity, and confidentiality upon the student identification, selection, and placement process conducted for gifted programs. Interactions with colleagues, students, and the public lack transparency.	Few stakeholders display the highest standards of honesty, integrity, and confidentiality upon the student identification, selection, and placement process conducted for gifted programs. Interactions with colleagues, students, and the public are somewhat transparent.	Some stakeholders display the highest standards of honesty, integrity, and confidentiality upon the student identification, selection, and placement process conducted for gifted programs. Interactions with colleagues, students, and the public are somewhat transparent.	All stakeholders display the highest standards of honesty, integrity, and confidentiality upon the student identification, selection, and placement process conducted for gifted programs. Interactions with colleagues, students, and the public are fully transparent.
3. Effective school leadership that supports, advocates, manages, and leads the gifted program.	Almost no evidence of any stakeholders pedagogically believing in the need for differentiated curriculum and instruction that is accelerated to meet their unique learning needs. There is no mission and vision that and the stakeholders are not aware of the CPS vision. There is no fidelity in identification, curriculum and instruction, and the assessment of gifted programs at any time of the school year.	Few leadership team members pedagogically believe in the need for differentiated curriculum and instruction that is accelerated to meet their unique learning needs. A weak mission and vision exists but does not align nor does it support the CPS vision. Fragmented fidelity in identification, curriculum and instruction, and the assessment of gifted programs is evident throughout the year.	Some members of the leadership team pedagogically believe in the need for differentiated curriculum and instruction that is accelerated to meet the unique learning needs of the advanced learner. The leadership team is able to convince some stakeholders in the collaboration of the development of a mission and vision statement, which somewhat supports the CPS vision. Wavering fidelity is evident in the identification, curriculum and instruction, and the assessment of gifted programs throughout the year.	The leadership team pedagogically believes in the need for differentiated curriculum and instruction that is accelerated to meet the unique learning needs of the advanced learner. The leadership team develops all stakeholders in the collaboration and development of a mission and vision that supports the CPS gifted program vision. Consistent implementation with highest fidelity in identification, curriculum and instruction, and the assessment of gifted programs is evident throughout the year.
4. High levels of collaboration and communication about the gifted and talented program in the building.	None of the school personnel know and understand the services provided in the gifted program at their school. There is no confidence in the program because no one assumes the role and responsibility of the gifted coordinator. There is no communication with stakeholders. A building gifted committee does not exist. There is no school representation at monthly Administrative Council (AdCo) meetings. Evidence of levels of transference are non-existent in the school. No monthly Building Gifted Committee Meetings (BGC) are hosted.	Few school personnel know and understand the services provided in the gifted program at their school. Few stakeholders have little confidence in the role and responsibility of the gifted coordinator. Gifted coordinator has very spotty communication with few of the stakeholders. Gifted Coordinator attends few monthly Administrative Council (AdCo) meetings. Levels of transference are barely evident in the school and gifted classrooms. Gifted coordinator sometimes hosts few monthly Building Gifted Committee Meetings (BGC) with weak colleague attendance.	Some school personnel know and understand the services provided in the gifted program at their school. Some stakeholders have some confidence in the role and responsibility of the gifted coordinator. Gifted coordinator engages in some communication with some of stakeholders. Gifted Coordinator attends some monthly Administrative Council (AdCo) meetings. Levels of transference are somewhat evident in the school and gifted classrooms. Gifted coordinator sometimes hosts monthly Building Gifted Committee Meetings (BGC) with some colleague attendance.	All school personnel know and understand the services provided in the gifted program at their school. All stakeholders are fully confident in the role and responsibility of the gifted coordinator. Gifted coordinator communicates extraordinarily well with all stakeholders. Gifted Coordinator attends all monthly Administrative Council (AdCo) meetings. High levels of transference are evident in the school and gifted classrooms as a result of the gifted coordinator sharing at monthly Building Gifted Committee Meetings (BGC) strong and consistent attendance.
5. A supportive learning environment proven through continued support, advocacy, management, and leadership.	Learning environment is mostly negative, disrespectful, and out-of-control. Physical and affective attributes are not evident through the Differentiation Principle of Community in any gifted classroom.	Learning environment is somewhat respectful with some inconsistencies in management and planning. Few physical and affective attributes are evident through the Differentiation Principle of Community in few of the gifted classrooms.	Learning environment is friendly with caring and respect demonstrate. Physical and affective attributes of the Differentiation Principle of Community in some gifted classrooms is evident.	Learning environment is highly respectful and genuine. Physical and affective attributes of the Differentiation Principle of Community is evident in all gifted classrooms.

<p>6. Curriculum, instruction and assessments aligned with Common Core State Standards (CCSS) and are differentiated to meet the needs of advanced learners.</p>	<p>None of the stakeholders understand nor have completed the vertical alignment templates to support accelerated learning levels throughout the grade continuum in any content areas. Unit plans are not evident. There is no GLM agenda to reflect any annual time for collaboration in vertical alignment. Pre-assessment in readiness is not evident prior to any unit. Flexible grouping does not occur. There is no demonstration of unit plans, essential questions, and authentic student products displayed on bulletin boards in any gifted classroom.</p>	<p>Few of the stakeholders understand acceleration and few have completed the vertical alignment templates to support accelerated learning levels throughout the grade continuum in few content areas. Few teachers write unit plans (may or may not be one per quarter for all four quarters) which contain the CCSS and drive the learning. Few GLM agendas reflect some consistent annual time for collaboration in vertical alignment. Little evidence of pre-assessment in readiness is employed prior to some units. Flexible grouping is rarely planned or evident in implementation. Little to no demonstration of unit plans, essential questions, and authentic student products displayed on bulletin boards.</p>	<p>Some of the stakeholders understand acceleration and have completed the vertical alignment templates to support accelerated learning levels throughout the grade continuum in some content areas. Some teachers write unit plans (may or may not be one per quarter for all four quarters) which contain the CCSS and drive the learning. Some GLM agendas reflect some consistent annual time for collaboration in vertical alignment. Pre-assessment in readiness is employed prior to some units; other pre-assessments evident throughout the unit throughout the year. Flexible grouping is evident. Demonstration of unit plans, essential questions, and authentic student products are display in some of the classroom bulletin boards and changed quarterly.</p>	<p>All stakeholders understand acceleration and have completed all of the vertical alignment templates to support accelerated learning levels throughout the grade continuum in all content areas. All teachers write unit plans (one per quarter for all four quarters) which contain the CCSS and drive the learning. GLM agendas reflect consistent annual time for collaboration in vertical alignment. Pre-assessment in readiness is employed prior to every unit; other pre-assessments evident throughout the unit throughout the year. Flexible grouping is evident. Demonstration of unit plans, essential questions, and authentic student products are display in all of the classroom bulletin board and changed quarterly. Instructional strategies employed as fits the unit plan (not limited to) real-world problem-solving with real-world audience, creativity and innovation, critical thinking (Richard Paul's Reasoning Web), empathetic view on global awareness, and the study of ethical reasoning and ethical drifts.</p>
<p>7. Frequent monitoring of learning and teaching in gifted classrooms to ensure that the practices in the classroom align with accelerated learning and depth in content via vertical articulation.</p>	<p>Leadership team and gifted coordinator never visit the gifted classrooms to discuss the implementation of curriculum and instruction. There is no work demonstrated on any gifted classroom bulletin boards. There is no evidence that classrooms display unit plans that reflect acceleration and are aligned to the CCSS and NGSS with authentic student products. There is no evidence of vertically aligned templates. The review of mid-quarter and quarterly unit plans, vertical articulation, and student outcomes do not occur because no BGC exists.</p>	<p>Leadership team and gifted coordinator conduct few quarterly gallery walks to gifted classrooms to discuss growth of demonstrated work on gifted classroom bulletin boards. Few classrooms display unit plans that reflect acceleration and are aligned to the CCSS and NGSS with authentic student products. Vertically aligned templates are available in few content area across the grade continuum. BGCs infrequently review mid-quarter and quarterly unit plans, vertical articulation, and student outcomes.</p>	<p>Leadership team and gifted coordinator conduct some quarterly gallery walks to gifted classrooms to discuss overall growth, as well as the demonstrated work on gifted classroom bulletin board. Some classrooms display unit plans that reflect acceleration and are aligned to the CCSS and NGSS with student authentic products. Vertically aligned templates are available in some content area across the grade continuum. BGCs review mid-quarter and quarterly unit plans, vertical articulation, and student outcomes.</p>	<p>Leadership team and gifted coordinator conduct 4 quarterly gallery walks to gifted classrooms to discuss overall growth, as well as the demonstrated work on gifted classroom bulletin boards. All gifted classrooms display unit plans reflecting acceleration and are aligned to the CCSS and NGSS with student authentic products. Vertically aligned templates are available in every content area across the grade continuum. BGCs review mid-quarter and quarterly unit plans, vertical articulation, and student outcomes.</p>
<p>8. Focused professional development that assists teachers in addressing curriculum and instruction that is differentiated to meet the needs of advanced learners.</p>	<p>Teachers rarely or never engage in professional growth activities to enhance content knowledge or pedagogical skill to improve practice, especially in gifted education. No stakeholder has successfully completed the Gifted Education Seminar (GES) training. No stakeholder has attended the Gifted Coordinator PD (sessions 1-6).</p>	<p>Few teachers participate in required professional growth activities to enhance content knowledge or pedagogical skill to a limited extent and/or when it is convenient, using new knowledge inconsistently to improve practice, especially in gifted education. Few of the teachers have successfully completed the Gifted Education Seminar (GES) training. Few of the teachers have attended the Gifted Coordinator PD (sessions 1-6).</p>	<p>Some teachers seek opportunities for professional growth to enhance content knowledge and pedagogical skill and uses new knowledge to improve practice, especially in gifted education. Teachers regularly collaborate with and provide and receive support to/from colleagues. Some of the teachers of the gifted have successfully completed the Gifted Education Seminar (GES) training. Some of the teachers of the gifted have attended the Gifted Coordinator PD (sessions 1-6).</p>	<p>All teachers initiate opportunities for professional growth and makes a systematic effort to enhance content knowledge and pedagogical skill of self and colleagues, especially in gifted education. Knowledge gained is used to improve practice of self and colleagues. Teachers initiate meetings and initiate collaboration with colleagues. All teachers have successfully completed the Gifted Education Seminar (GES) training. All teachers have attended the Gifted Coordinator PD (sessions 1-6).</p>
<p>9. High levels of parent and community involvement to ensure the public and parent awareness of gifted programming offered at the building level.</p>	<p>Teachers rarely or never communicate with families to inform them of the gifted program model and delivery of services.</p>	<p>Teachers somewhat sends communication and responds to family's concerns. Sporadic information of the gifted program model and delivery of services is shared with parents/community.</p>	<p>Teachers initiate communication regularly with families in a two-way interactive manner. Gifted program model and delivery of services is shared with parents upon requests.</p>	<p>Teachers and students frequently communicate with families to convey information about individual student progress and support in relationship to grade level expectations. Staff members actively invite parents/community in to building to understand the gifted program model and delivery of services.</p>