



LEA GIFTED PROFILE NEEDS ASSESSMENT

Name of System: _____ Date Reviewed _____

1. 2 ND GRADE CHILD FIND AND STANDARD REFERRALS					
a. Second Grade Child Find					
Compliance Standards	YES	NO	NA	#	COMMENTS
<ul style="list-style-type: none"> Six required lessons taught by a GT Specialist and universal screener administered to all 2nd graders. 					
<ul style="list-style-type: none"> GT Specialist met with 2nd grade teachers to review process and characteristics at beginning of school year and while teachers completed the characteristics scale (TABs , Renzulli, etc.) using the Bell curve. 					Please specify which characteristics scale is used.
<ul style="list-style-type: none"> All students in the top two quadrants were referred and referrals processed in accordance with the LEA Plan for Gifted including meeting <i>Timeline Requirements</i>: Eligibility determined and services started by the beginning of September of the student's third grade year. 					
b. Standard Child Find					
<ul style="list-style-type: none"> Scores from all group assessments with national percentiles are reviewed. 					
<ul style="list-style-type: none"> Referrals are received from various sources (parent, teacher, counselor, etc.) 					
<ul style="list-style-type: none"> <i>Timeline</i>: Eligibility is determined within 90 days of receiving parental consent. 					

2. ALL STAKEHOLDERS ARE INFORMED OF PROCEDURES: MINIMUM REQUIREMENTS

Compliance Standards	YES	NO	NA	#	COMMENTS
<p>a. GT Definition: Gifted students are those who perform at or who have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor.</p>					
<p>b. Who can refer and Second Grade Child Find: Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student’s abilities may refer a student. Additionally, all second-grade students will be observed as potential gifted referrals using a gifted behavior checklist.</p>					
<p>c. How a student is eligible: For each student referred, information is gathered in the areas of Aptitude, Characteristics, and Performance. The information is entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services.</p>					
<p>d. Who to contact to make a referral To make a referral, contact the _____ at your child’s school.</p>					

3. ANNUAL STAFF TRAINING					
Compliance Standards	Elem.	MS	HS		Comments: Describe training provided, to which schools and how often.
a. Training on the GT Referral process and identification and characteristics of general and special population of gifted for all general education and virtual option teachers and administrators.					
4. PERSONNEL CERTIFICATION					
Compliance Standards	YES	NO	N/A	#	Comments
Of the number of teachers working in the position of Gifted Specialist how many are NOT certified?					
Of the number of teachers working in the position of Gifted Specialist how many are certified?					
Of the number of teachers working in the position of Gifted Specialist how many are working on certification?					
5. PLACEMENT AND SERVICE DELIVERY OPTIONS					
Compliance Standards	YES	NO	N/A	#	Comments
a. Hours of Pullout- minimum of three hours and are comparable at grade levels across systems (ex. 3 hours for third grade and all third graders throughout district receive 3 hours. Serving according to LEA plan:					
K -2					
3-5/6					
6/7-8					
9-12					
b. Number of advanced classes is the same at each middle school.					
c. Teachers of advanced classes are utilized, they must be knowledgeable of gifted learners, trained in differentiation, and demonstrate a willingness to address the needs of diverse learners.					
d. Number of advanced classes is the same at each high school.					

6. DISPROPORTIONALITY

a. 2GCF referrals from the LEA Summary Report

Total and Percentage of referrals from report.

Race/Ethnicity	Total Number	% of referrals
Asian		
Black		
Hispanic		
American Indian		
Pacific Islander		
Multi		
White		
TOTAL Referred from Second Grade		

b. Standard Referrals
*Information comes from Gifted Referral Tracking Log.

Race/Ethnicity	Total Number	% of referrals
Asian		
Black		
Hispanic		
American Indian		
Pacific Islander		
Multi		
White		
TOTAL Standard Referrals		

c. Child Count
*Information comes from 6-year racial representation report.
*To calculate %, divide the Gifted enrollment % by the enrollment %.
* The percentage is listed on the last line of the report.

Race/Ethnicity	Total Number	% towards reaching/achieving racial equity
Asian		
Black		
Hispanic		
American Indian		
Pacific Islander		
Multi		
White		

<p>d. Number of students by race/ethnicity with the following IQ scores who were not eligible for gifted services</p> <p>*Information comes from the Gifted Referral Tracking Log.</p>	Race/Ethnicity	118-120	121-123	124-126	127+
	Asian				
	Black				
	Hispanic				
	American Indian				
	Pacific Islander				
	Multi				
	White				

Gifted Service Indicators Form

Gifted Service Indicators Form		
Professional Development of Gifted Specialists	LEA Response	Technical Assistance Needed
(a) All gifted specialists attend at least one professional development activity a year designed specifically for teaching gifted learners. (A list of workshops rather than copies of the certificate is preferred documentation.) Comments:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Curriculum and Instruction		
(a) A program of instruction consists of pull-out services, content and instructional strategies that are differentiated to reflect the accelerative learning pace and advanced intellectual processes of gifted learners. Opportunities are varied and incorporate student interests. Curriculum content is concept-based and related to broad-based issues, themes, or problems, and integrates multiple disciplines into the area of study. Comments:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
(b) Flexible instructional arrangements (e.g., special classes, seminars, resource rooms, cluster grouping, mentorships, independent study, and research projects) should be available. Comments:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
(c) Curriculum and instruction is broad enough to address the needs of diverse abilities (e.g., the spatially gifted, the creatively gifted, etc.) Comments:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Social Emotional		
(a) Affective needs of the gifted learner especially those most at-risk (e.g., highly gifted, creatively gifted, spatially gifted, twice exceptional, underachieving, and culturally diverse) are addressed through curriculum, intervention services, and guidance support on a regular basis. Opportunities to develop competence through positive peer (intellectual and chronological) relationships and social interactions. Gifted learners are provided with career guidance consistent with their unique strengths, which includes exposure of different career opportunities through units, speakers, and field study experiences and examples can be provided. Comments:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Program Administration and Management & Program Design		
(a) The designated coordinator of gifted education programming has completed coursework or staff development in gifted education and displays leadership ability to be deemed appropriately qualified. Comments:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
(b) An advisory committee that reflects the cultural and socio-economic diversity of the school or school district's total student population and includes parents, community members, students, and staff members has been established. Comments:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
(c) A system of self-evaluation of the gifted education program is in place and solicits input from various stakeholders such as parents, students, and general educators. Comments:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

<p>(d) The categorical funding for gifted services is spent to improve the existing services. New unit start-up monies are budgeted as well as continued monetary support over and above state allocation funds.</p> <p>Comments:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>(e) Classroom space is provided that is conducive to learning and that is comparable to space provided for other educational programs (i.e., meets state guidelines concerning square feet per pupil, adequate lighting, etc.)</p> <p>Comments:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>(f) Gifted specialists are allotted planning time that is at least commensurate with time allotted to general education teachers to prepare for the differentiated education of gifted learners. If they are providing consultative services additional planning time is allotted.</p> <p>Comments:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>(g) The LEA reviews their gifted tracking log to ensure accuracy of data reporting.</p> <p>Comments:</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

GIFTED ASSURANCE STATEMENTS SIGNATURE PAGE

_____ assures the following:
(LEA name)

	Assurance Statement	Yes	No	N/A	Comments
1	All six of the Second Grade Child Find lessons were taught by the gifted specialist in each of the second-grade classrooms.				
2	During the time gifted students are in pull-out classes, they are not required to make up missed classwork, tests are administered during a mutually agreed upon time and if new material is introduced, students are instructed by peers or the teacher.				
3	The decision to interrupt services for gifted students due to behavior and/or academics is determined only by the Gifted Education Plan team.				
4	Advanced classes, electives and/or pull-out services are provided according the LEA Plan for Gifted.				
5	A copy of the acceleration plan was received and has been implemented with fidelity.				

Signatures (If you need more space, please continue onto an additional page.)

Principal(s) and Gifted Specialists

School Name

GIFTED SPECIALIST'S SCHEDULE AND CASELOAD FORM

Name: _____ School(s) _____
 (List all schools that you serve.)

The purpose of this form and attachment(s) are:

- 1) to show if services across the system are comparable in duration.
- 2) to show if teachers are serving overloads either in the case of total students served or individual class sizes.
- 3) to show if scheduling is blocked for maximum teaching or scattered to meet the needs of other programs.

CASELOAD: Enter the grade levels under GRADE and numbers of GIFTED ELIGIBLE students for each subgroup across. The form will calculate your totals.

GRADE	HOURS OF SERVICE TIME	# WHITE	# BLACK	# HISPANIC	# ASIAN	# Native American	# Pacific Islander	# MULTI	TOTAL #
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
TOTAL NUMBER OF STUDENTS SERVED									0

ATTACH A WEEKLY SCHEDULE FOR EACH SCHOOL SERVED INCLUDING NUMBER OF STUDENTS IN EACH CLASS. (See example below)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00- 11:00	Planning Time Small Group Product Gathering for Referrals	Planning Time 7 th Grade Consultative Services	GATE CLASS 6 th Grade (10 students)	Assist 5 th Grade teachers with differentiation	GATE Class 6 th Grade (9 students)
11:00- 11:30	LUNCH/ PLANNING	LUNCH/ PLANNING	LUNCH/ PLANNING	LUNCH/ PLANNING	LUNCH/ PLANNING
11:30- 2:30	GATE CLASS 5 th Grade (9 students)	GATE CLASS 5 th Grade (7 students)	GATE CLASS 5 th Grade (12 students)	Planning Time 8 th Grade Consultative Services Curriculum Compacting/ Meetings	Assist 6 th Grade teachers with differentiation

Develop a summary paragraph of strengths and weaknesses the LEA has identified:

Progress toward Corrective Action Plans from GT monitoring during the _____ school year:

(Explain here)

Annual Review of LEA Plan for Gifted

The LEA has reviewed the LEA Plan for Gifted for the _____ school year. Changes will be made to the LEA Plan for Gifted:

_____ Yes (Submit revisions to the ALSDE for approval prior to implementation)

_____ No

Signatures of LEA Plan for Gifted Team members:

Superintendent/Date

LEA Gifted Coordinator/Date

Gifted Specialists/Date (Add lines as needed)

Gifted Specialists/Date (Add lines as needed)

Gifted Specialists/Date (Add lines as needed)

For ALSDE USE ONLY

STATUS OF REVIEW:

___ All areas are correct. No further action is needed.

___ All areas are not correct. The area(s) of noncompliance and the needed correction(s) will be addressed in _____

ALSDE Gifted Monitor/Date