

Jackson Public School District  
Open Doors – Gifted Education Program  
Self-Evaluation Results (2017-2018)

**Criterion I: Curriculum and Instruction**

**Gifted education services shall include curricular and instructional opportunities directed to the unique needs of the gifted students.**

<b>Guiding Principle 1</b>  <b>Level 3</b> <b>Above Standard</b>	The local gifted education program shall provide a qualitatively different educational experience in addition to and different from the regular program of instruction. 1.3 In addition to Level 2, there is evidence that identified gifted students' individual needs, interests, and learning styles have been determined and that curriculum and instruction have been modified accordingly.
<b>Guiding Principle 2</b>  <b>Level 4</b> <b>Exemplary</b>	Differentiated curriculum shall be provided for identified gifted students. 2.4 In addition to Level 3, gifted students, parents, and community leaders are involved in the development of the Instructional Management Plan.
<b>Guiding Principle 3</b>  <b>Level 4</b> <b>Exemplary</b>	The local district shall provide opportunities for high ability learners that include grade acceleration, subject acceleration, curriculum compacting, mentorships, and / or dual enrollment. 3.4 In addition to Level 3, all of the stated options for high ability students are publicized and available within the district, and students are considered based on individual needs and strengths.
<b>Guiding Principle 4</b>  <b>Level 4</b> <b>Exemplary</b>	The program of instruction provided to gifted students shall be based on the mastery of the MDE gifted program outcomes. 4.4 In addition to Level 3, students demonstrate continual growth toward mastery of the process skills in the Instructional Management Plan, and are able to appropriately apply the process skills to real life situations / problems.
<b>Guiding Principle 5</b>  <b>Level 3</b> <b>Above Standard</b>	Career exploration and life skills shall be an integral part of the differentiated program of instruction for all gifted students. 5.3 In addition to Level 2, personnel in the gifted education program assist in establishing contacts for mentorship experiences for gifted students.
<b>Guiding Principle 6</b>  <b>Level 3</b> <b>Above Standard</b>	Visual and performing arts shall be included in the differentiated program of instruction for gifted students. 6.3 In addition to Level 2, the visual and performing arts are an integral part of the instruction.

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**Criteria II: Program Administration and Management**  
**Appropriate gifted education programming must include the establishment of a systemic means of developing, implementing, and managing services.**

<b>Guiding Principle 1</b>  <b>Level 4</b> <b>Exemplary</b>	Appropriately qualified personnel shall direct services for the education of gifted students. 1.4 In addition to Level 3, at least one gifted contact person has completed an advanced degree program in gifted education and/or holds an administrative endorsement.
<b>Guiding Principle 2</b>  <b>Level 2</b> <b>Meets Standard</b>	Gifted programming shall be an integral part of the district’s overall educational offerings and gifted students receive a minimum of 240 minutes per week of services in an approved gifted education program. 2.2 Gifted students receive a minimum of the mandated 240 minutes per week of services from an appropriately endorsed teacher in an approved gifted education program. <i>(Goal 5. Objective 1; Goal 5. Objective 2)</i>
<b>Guiding Principle 3</b>  <b>Level 2</b> <b>Meets Standard</b>	Gifted education programming shall include positive working relationships with advocacy groups. 3.2 There is evidence of established communication with advocacy groups. <i>(Goal 5. Objective 3)</i>
<b>Guiding Principle 4</b>  <b>Level 2</b> <b>Meets Standard</b>	Gifted education program shall maintain all correspondence with MDE. 4.2 There is evidence or record of an established correspondence with MDE. <b><u>Note: This is the highest level a school or school district is able to receive for this Guiding Principle.</u></b>
<b>Guiding Principle 5</b>  <b>Level 3</b> <b>Above Standard</b>	Gifted education programming shall include a positive working relationship with parents. 5.3 In addition to Level 2, parents of gifted students have regular opportunities to share input and make recommendations about program operations.
<b>Guiding Principle 6</b>  <b>Level 4</b> <b>Exemplary</b>	Gifted education program shall include a positive working relationship with administrative and district instructional personnel. 6.4 In addition to Level 3, the gifted contact person or coordinator make an annual presentation to the local school board concerning the status of the gifted education program.

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<b>Guiding Principle 7</b>  <b>Level 4</b> <b>Exemplary</b>	Requisite resources and materials shall be provided to adequately support the efforts of gifted education programming. 7.4 In addition to Level 3, plans for acquisition of new instructional and library materials address the needs of gifted students in all educational settings.
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**Criterion III: Program Design**  
**The development of appropriate gifted education programming requires comprehensive services based on sound philosophical, theoretical, and empirical support.**

<b>Guiding Principle 1</b>  <b>Level 4</b> <b>Exemplary</b>	A continuum of programming services shall exist for gifted learners. 1.4 In addition to Level 3, a continuum of service options is provided at each grade level permissible in all areas of giftedness. Levels of service are matched to the individual needs, interests, and abilities of each gifted student.
<b>Guiding Principle 2</b>  <b>Level 3</b> <b>Above Standard</b>	Adequate funds shall be budgeted to allow for gifted programming that meets the needs of the district’s gifted students. 2.3 In addition to Level 2, local funds are used to supplement appropriate services for the district’s gifted students.
<b>Guiding Principle 3</b>  <b>Level 3</b> <b>Above Standard</b>	Gifted programming is based on an established mission / philosophy statement with goals and objectives that reflect the need for gifted education programming. 3.3 In addition to Level 2, the mission / philosophy, goals, and objectives are publicly available and are distributed to parents of eligible students.
<b>Guiding Principle 4</b>  <b>Level 2</b> <b>Meets Standard</b>	Flexible grouping of students in a resource room shall be developed in order to facilitate differentiated instruction and curriculum. 4.2 Gifted students are grouped together for a minimum of 240 minutes of instruction each week in a resource room in an approved gifted education program. ( <i>Goal 1. Objective 1</i> )
<b>Guiding Principle 5</b>  <b>Level 3</b> <b>Above Standard</b>	Policies for adapting and adding to the nature and operations of the general education program are necessary for gifted education. 5.3 In addition to Level 2, policies are reviewed with local administrators and school faculties on a regular basis.

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**Criterion IV: Program Evaluation**

**Program evaluation is the systematic study of the value and impact of services provided.**

<b>Guiding Principle 1</b>  <b>Level 4 Exemplary</b>	An annual self-evaluation shall be conducted for the purpose of improving the program. 1.4 In addition to Level 3, recognized experts in the field of gifted education periodically review and evaluate the effectiveness of the district’s program design in comparison with best practices in the field.
<b>Guiding Principle 2</b>  <b>Level 4 Exemplary</b>	A program evaluation shall be conducted competently, confidentially, and ethically soliciting information from all stakeholders. 2.4 In addition to Level 3, input is solicited from the community served by the school.
<b>Guiding Principle 3</b>  <b>Level 4 Exemplary</b>	The evaluation shall be made available through a written report. 3.4 In addition to Level 3, the report is designed to encourage follow-through by all stakeholders.

**Criterion V: Social and Emotional Guidance and Counseling**

**Gifted education programming must establish a plan to recognize and nurture the unique social and emotional development of gifted learners.**

<b>Guiding Principle 1</b>  <b>Level 4 Exemplary</b>	Gifted students shall be provided guidance to meet their unique social and emotional development. 1.4 In addition to Level 3, school counselors provide individual services to gifted students including those who are underachieving, twice exceptional, and from diverse populations.
<b>Guiding Principle 2</b>  <b>Level 4 Exemplary</b>	Gifted students shall be provided with career guidance services especially designed for their unique needs and interests. 2.4 In addition to Level 3, school counselors provide gifted students career counseling consistent with their unique strengths and interests.
<b>Guiding Principle 3</b>  <b>Level 4 Exemplary</b>	Gifted at-risk students shall be provided with guidance and counseling, targeted and differentiated services to help them reach their potential. 3.4 In addition to Level 3, a continuum of specialized counseling services are provided for gifted at-risk students. These include interventions for underachievement and overcoming barriers of poverty, social-emotional issues, and twice exceptionality, and cultural differences.

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<b>Guiding Principle 4</b>  <b>Level 4 Exemplary</b>	Gifted students shall be provided with affective curriculum in addition to differentiated guidance and counseling services. 4.4 In addition to Level 3, the gifted program teacher modifies the scope and sequence for the affective curriculum in order to address the individual needs of each gifted student.
<b>Guiding Principle 5</b>  <b>Level 4 Exemplary</b>	Underachieving students who are potentially gifted shall be identified and served rather than omitted from differentiated services. 5.4 In addition to Level 3, a team that includes the gifted program teacher works with underachieving gifted students to help reverse patterns of underachievement.

**Criterion VI: Professional Development**

**Gifted students are entitled to be served by professionals who have specialized preparation in gifted education, expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess exemplary personal and professional traits.**

<b>Guiding Principle 1</b>  <b>Level 4 Exemplary</b>	A comprehensive staff development program and materials shall be provided for all school staff involved in the education of gifted students. 1.4 All school staff members are provided ongoing professional development regarding the nature and needs of gifted students and appropriate instructional strategies.
<b>Guiding Principle 2</b>  <b>Level 4 Exemplary</b>	Gifted program teachers and district staff are provided opportunities to attend non-district professional development regarding gifted education. 2.4 In addition to Level 3, gifted program teachers continue to be actively engaged in the study of gifted education through professional development and/or graduate degree programs.
<b>Guiding Principle 3</b>  <b>Level 4 Exemplary</b>	Professional development materials pertaining to gifted education are available in the district and are updated on a regular basis. 3.4 In addition to Level 3, the materials are updated on an annual basis.
<b>Guiding Principle 4</b>  <b>Level 4 Exemplary</b>	Training for developing differentiated curriculum appropriate for the needs gifted students is available for teachers of the gifted. 4.4 In addition to Level 3, the training enables teachers to modify differentiated curriculum based on the results of the annual gifted program evaluation.

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<b>Guiding Principle 5</b>  <b>Level 4 Exemplary</b>	Only teachers endorsed in gifted education shall teach in the gifted education program. 5.4 In addition to Level 3, gifted program teachers actively participate at the state and/or national level in professional organization for gifted education.
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**Criterion VII: Student Identification and Assessment**  
**Potentially gifted students must be assessed to determine appropriate educational services.**  
**In order to help districts accomplish this effectively, the following guiding principles have been established.**

<b>Guiding Principle 1</b>  <b>Level 4 Exemplary</b>	District guidelines shall outline a coordinated, comprehensive, and coherent process for student referral and assessment in order to determine eligibility for gifted services. 1.4 In addition to Level 3, written information about the district’s gifted education program is provided to parents and the community at large.
<b>Guiding Principle 2</b>  <b>Level 3 Above Standard</b>	Equitable consideration for gifted education services is given to all students through the screening process. 2.3 In addition to Level 2, universal screening occurs at multiple grade levels annually. Note: This is the highest level a school or school district is able to receive for this Guiding Principle.
<b>Guiding Principle 3</b>  <b>Level 4 Exemplary</b>	Referrals for gifted screening are accepted from multiple sources. 3.4 In addition to Level 3, the local school board has approved a policy regarding the referral process for the gifted education program from multiple sources.
<b>Guiding Principle 4</b>  <b>Level 3 Above Standard</b>	Information about characteristics of giftedness and gifted programming is provided to parents. 4.3 In addition to Level 2, school libraries or district parent centers provide parents with materials specifically related to giftedness and/or special needs of gifted students.
<b>Guiding Principle 5</b>  <b>Level 4 Exemplary</b>	All student identification procedures and instruments shall be based on best practices and research. 5.4 In addition to Level 3, the assessment and placement process is done in a timely manner.

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<b>Guiding Principle 6</b>  <b>Level 2</b> <b>Meets Standard</b>	<p>Reliable and valid instruments are used for identifying gifted students.</p> <p>6.2 Assessment instruments used are reliable and valid for identifying gifted students and are in compliance with MDE requirements. <b><u>Note: This is the highest level a school or school district is able to receive for this Guiding Principle.</u></b></p>
<b>Guiding Principle 7</b>  <b>Level 4</b> <b>Exemplary</b>	<p>Written procedures for student identification shall include provisions for informed consent, notification of results, student reassessment, and student exiting.</p> <p>7.4 In addition to Level 3, individual conferences are held with parents to review the assessment team report, the requirement for annual reassessment of the student’s progress in the program, and the process for students entering and exiting the program.</p>
<b>Guiding Principle 8</b>  <b>Level 4</b> <b>Exemplary</b>	<p>The district has a policy in place for parent appeals.</p> <p>8.4 In addition to Level 3, these guidelines are reviewed on an annual basis and revised as necessary.</p>
<b>Guiding Principle 9</b>  <b>Level 4</b> <b>Exemplary</b>	<p>Student assessment instruments used to determine eligibility for gifted education services shall be selected based on the strengths of the individual student.</p> <p>9.4 In addition to Level 3, the selection of instruments is based upon a comprehensive student profile for each student that takes into account multiple factors.</p>
<b>Guiding Principle 10</b>  <b>Level 4</b> <b>Exemplary</b>	<p>Staff development is provided to all personnel involved in the identification and assessment of potentially gifted students.</p> <p>10.4 In addition to Level 3, training occurs on an ongoing basis.</p>