

**Mississippi Department of Education
Office of Elementary Education & Reading
Gifted Education Program Monitoring Visit Report**

School District:	Visit Date(s):
Gifted Contact Persons:	

Documentation	Compliance	Exemplary
<p style="text-align: center;"><u>Portfolio I</u></p> <p>Gifted Program Instruction</p> <p>Related Principles: Criterion I; Principles 1, 2, 4, 5, and 6 Criterion V; Principles 1, 2, 3, 4</p> <p style="text-align: center;">Options for High Ability Learners</p> <p>Related Principle: Criterion I; Principle 3</p>	<p>__ Instruction based on Outcomes for Gifted Education Programs 2017</p> <p>__ District provides options for all high ability learners</p>	<p>__ District identifies and meets the individual needs of students</p> <p>__ Information regarding how individual gifted students learn is distributed to school personnel and parents</p> <p>__ Information is publicized and school personnel approach individual students regarding participation</p> <p>__ Counselors receive training related to the needs of gifted children</p> <p>__ Counselors provide individualized counseling for at-risk gifted children</p>

Portfolio I Directions:

Folders 1 – 6 - Create one folder for each of the six competencies from the Outcomes for Gifted Education Programs 2017. Include student work samples with labeled outcomes from every classroom, grade level, and teacher in the district, creating an instructional picture of the district’s GEP.

Folder 7 - Provide documentation related to options for high ability learners. This can be documented through the district handbook, website, or information provided by the counseling department.

Documentation	Compliance	Exemplary
<p style="text-align: center;"><u>Portfolio II</u></p> <p style="text-align: center;">GEP Schedule(s) and Class Roll(s)</p> <p>Related Principles: Criterion II, Principle 3 Criterion III, Principles 1, 2, and 4</p> <p style="text-align: center;">List(s) of GEP Resources</p> <p>Related Principles: Criterion II, Principle 7</p>	<p>__ Gifted students receive 240 minutes gifted of instruction per week</p> <p>__ Ratio of Gifted Students to Gifted Teachers is no larger than 60:1</p> <p>__ GEP has adequate resources that are equitable to other programs with the district</p>	<p>__ Gifted students receive 300 minutes of gifted instruction per week</p> <p>__ Resources are shared between instructional personnel</p> <p>__ There are plans for future acquisitions</p>
<p>Portfolio II Directions:</p> <p>Folder 1 – Provide each gifted program teacher’s class roll attached to his or her daily schedule. Each schedule should include arrival and dismissal time, assigned duties, instructional time, planning time, assessment time (if warranted), and any breaks in gifted instruction (lunch, enrichment/special classes, recess). If the gifted program teacher has assignments outside of the gifted program, that assignment should be included in the schedule as well.</p> <p>Folder 2 - Provide the list or lists of gifted education program resources. Include school maps with gifted classrooms marked. Do not include furniture as a resource.</p>		

Documentation	Compliance	Exemplary
<p style="text-align: center;"><u>Portfolio III</u></p> <p style="text-align: center;">Personnel</p> <p>Related Principles: Criterion II; Principle 7 Criterion VI; Principles 1, 2, 3, 4, and 5 Criterion VII; Principle 10</p>	<p>__ License information for all Gifted Education personnel, including Gifted Contact Persons</p> <p>__ District trains all personnel* involved in the identification and assessment of potentially gifted students</p> <p>__ District provides professional development regarding the education of gifted students; gifted program teachers are required to attend</p> <p>__ District allows gifted program teachers to attend non-district professional development regarding the education of gifted students annually</p> <p>__ District makes professional development materials pertaining to gifted education available</p>	<p>__ At least one person involved in the GEP holds a master’s degree in Gifted Education or an administrative endorsement</p> <p>__ Assessment training for all personnel includes characteristics of gifted children</p> <p>__ Gifted program teachers actively participate at the state and/or national level in professional organization(s) for gifted education</p> <p>__ All school staff is provided ongoing training related to the nature and needs of gifted children</p> <p>__ Gifted program teachers are allowed to attend state or national gifted education conferences</p> <p>__ Materials are easily accessed by all school staff</p> <p>__ GCP and assessment personnel complete regular training regarding identification and assessment</p>

Portfolio III Directions:

Folder 1 – Copies of licenses

Folder 2 – PD documentation to include agendas, sign in sheets, and/or minutes or proof of content

Folder 3 – PD materials list including accessibility

***Note:** Personnel involved in the identification of gifted children should be trained annually. This includes administrators, general education teachers, and special education teachers who serve students in grades 1 – 6. Personnel who serve grades 7 – 8 should be trained if the district offers programming at those grade levels.

Documentation	Compliance	Exemplary
<p align="center"><u>Portfolio IV</u></p> <p>Gifted Student Identification</p> <p>Related Principles: Criterion III; Principle 3 Criterion V; Principle 5 Criterion VII; Principle 1, 2, 3, 4, 7, and 8</p> <p>Regulations are noted by page number.</p>	<p><input type="checkbox"/> District policy</p> <p><input type="checkbox"/> Measures of minimum criteria approved by the local school board</p> <p><input type="checkbox"/> District provides written documentation regarding gifted education (see below)</p> <p><input type="checkbox"/> Universal screening occurs and one grade level</p> <p><input type="checkbox"/> Underachieving gifted students are identified and served</p>	<p><input type="checkbox"/> Information is publicized and school personnel approach individual students regarding participation</p> <p><input type="checkbox"/> Universal screening occurs at two grade levels</p> <p><input type="checkbox"/> Team that includes the gifted teacher works with gifted students to reverse the patterns of underachievement</p>
<p>Portfolio IV Directions: Create one folder that contains all documentation.</p>		

Required Written Documentation

- | | |
|---|---|
| <input type="checkbox"/> Mission and philosophy statements | <input type="checkbox"/> Parental consent for testing and placement |
| <input type="checkbox"/> Gifted program options | <input type="checkbox"/> Notification of results |
| <input type="checkbox"/> Characteristics of gifted children | <input type="checkbox"/> Annual reassessment |
| <input type="checkbox"/> Gifted student identification procedures | <input type="checkbox"/> Student exiting |
| <input type="checkbox"/> Referrals accepted from anyone | <input type="checkbox"/> Parent appeals policy |
| <input type="checkbox"/> Underachieving gifted students are identified and served | <input type="checkbox"/> Hearing policy |

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<p style="text-align: center;"><u>Portfolio V</u></p> <p style="text-align: center;">Communication with all Stakeholders</p> <p>Related Principles: Criterion II, Principles 3, 4, 5, and 6 Criterion IV, Principles 1, 2, and 3</p>	<p><u>Communication:</u></p> <p><input type="checkbox"/> Advocacy Groups</p> <p><input type="checkbox"/> MDE</p> <p><input type="checkbox"/> Parents</p> <p><input type="checkbox"/> Instructional Staff</p> <p><input type="checkbox"/> Administration</p> <p><u>Program Evaluations:</u></p> <p><input type="checkbox"/> Annual self-evaluation</p> <p><input type="checkbox"/> Annual program evaluation</p> <p><input type="checkbox"/> Program evaluation report</p>	<p><input type="checkbox"/> Local parent advocacy group established</p> <p><input type="checkbox"/> Parents are invited to share input on GEP</p> <p><input type="checkbox"/> Gifted coordinator involved in district planning</p> <p><input type="checkbox"/> GCP presents to the local school board regarding the GEP annually</p> <p><input type="checkbox"/> GEP reviewed by gifted education expert</p> <p><input type="checkbox"/> Program evaluation completed annually, includes all stake holders</p> <p><input type="checkbox"/> Program evaluation report encourages follow-through</p>
<p>Portfolio V Directions: Folder 1 – Communication with all groups Folder 2 – Program evaluations and report</p>		

Gifted Student Files

Documentation	Compliance	Required Components
<p>Related Principles: Criterion VII; Principles 5, 6, and 9</p> <p>Regulations are noted by page number.</p> <p>Note: All students should not be given the same assessment measures. Please refer to Criterion VII, Principle 5.3 and Principle 9.2</p>	<p>___ Files are maintained appropriately (p. 3)</p> <p>___ Access to files is restricted (p. 3)</p> <p>___ Parents are informed of rights under FERPA (p. 3)</p> <p>___ Established LSC (signature on GPPDS) (p. 3)</p> <p>___ Assessment measures (p. 2) are</p> <ul style="list-style-type: none"> - Reliable - Valid - Based on the individual needs of students 	<p>___ Parental consent for placement/service (p. 5 and 7)</p> <p>___ GPPDS (complete with signatures and eligibility date)</p> <p>___ Assessment report (p. 7)</p> <p>___ Referral documentation</p> <ul style="list-style-type: none"> - Objective measure(s) - Subjective measure(s) - Individual assessment <p>___ Assessment protocols</p>

- Up to 25% of gifted student files will be reviewed including ineligible student files
- Monitor will choose student names at random from provided class rolls

Number of Files Reviewed:

File Notes: