

**National Center for Research on Gifted Education
District Gifted Program Plans Coding Scheme**

1		State definition in full
2		Part of state definition
3		Own district definition
SECTION A: PREPARATION (Any organized set of activities that are designed to enhance the knowledge and academic skills necessary for a student to be recognized as gifted)		
4		Preparation/talent development activities/programs
5		Special preparation/talent development activities/programs for historically underrepresented populations
6		• <i>students from low-income families</i>
7		• <i>African American students</i>
8		• <i>Hispanic or Latino students</i>
9		• <i>Native American students</i>
10		• <i>English Language Learners</i>
11		• <i>Twice-exceptional students (those with both potential gifts and talents and disabilities)</i>
12		• <i>Other specific group of focus mentioned (e.g., "Minority" or "Moldavian")</i>
13		• <i>Not specified (no example of population given)</i>
14		Preparation/talent development programs during school day
15		• within general education classrooms
16		• special classes outside of general education classroom
17		Preparation activities outside of the regular school day (e.g., after school summer)
18		• Transportation, such as bus services
19		A curriculum on general enrichment
20		A specific curriculum
21		• <i>reading/English language arts</i>
22		• <i>mathematics</i>
23		• <i>above grade level content</i>
24		• <i>process skills (e.g., thinking skills, problem solving skills, creativity training)</i>
25		Tutoring for preparation activities
SECTION B: PRE-IDENTIFICATION (Any screening process that sorts subgroups of students for preparation services)		
26		Standardized test data
27		Teacher nominations/referrals

28		Parent nominations/referrals
29		Observation tools or checklists
30		Performance-based assessments
31		Non-verbal assessments
SECTION C: IDENTIFICATION (The processes and procedures used to select students to receive services beyond those offered in the general education curriculum)		
32		Identify students for general intellectual ability across subject areas (i.e., a student is either identified as gifted or not)
33		Identify students in reading/English language arts (e.g., a student is identified as gifted in reading/ELA, but not necessarily gifted in other areas)
34		Identify students in mathematics (e.g., a student is identified as gifted in mathematics, but not necessarily gifted in other areas)
35		A test as a universal screening procedure (i.e., administer one test to all students at a given grade level to screen for giftedness)
36		Identification at specific grade levels (e.g., Pre-K, 1, 2, 3, 4, 5)
37		Parent nominations/referrals as part of the identification process
38		Teacher nominations/referrals as part of the identification process
39		Teacher rating scale
40		Student work samples (including portfolios)
41		Cognitive ability tests (IQ tests)
42		Achievement tests
43		State Test (developed only for that state)
44		Standardized Test (e.g., MAP, ITBS)
45		Observation tools in the identification process
46		Dynamic assessment (i.e., A skill is tested, taught, and retested in one-on-one teacher-student session assessing the speed and degree in which mastery occurs)
47		Standardized (e.g., CITM-Children's Inferential Thinking Modifiability Test)
48		Local
49		Performance based assessments in the identification process
50		Non-verbal assessments as part of the screening in the identification process
51		Creativity test in the identification process
52		Standardized (e.g., Torrance Tests)
53		Local
54		Self-nomination
55		Selection committee or student study team to make decisions to select and place students in the gifted program

56		A matrix with a cut-off score to make decisions to select and place students in the gifted program
57		A specific cut score on one test that students must meet to qualify for gifted program services
58		Must meet specific cut scores on two or more tests
59		Annual professional development opportunities for elementary school teachers on the use of teacher referral, nomination, or rating scales
60		Information on the screening, identification, and placement procedures that is publicly available to parents
61		Data derived from implementation of preparation program used in formal identification
62		An appeals process for students who were not identified for the gifted program to determine their future eligibility
63		Re-assessment policy for students who were not identified for the gifted program to determine their future eligibility
64		Re-assessment policy for students who have been identified for the gifted program to determine continued eligibility
SECTION D: DISTRICT COORDINATOR & OTHER STAFF		
65		Has Designated District Coordinator (director, facilitator, department head)
66		• Percentage of time (use 1 or 0)
67		Number of full-time equivalent staff
SECTION E: EVALUATION		
68		Mention of overall program evaluation process?
69		Is there a step-by-step process of overall program evaluation?
		Does program evaluation exist for the following specific categories:
70		• <i>Metacognitive skills? (e.g., creativity, motivation, 21st Century thinking skills, learning how to learn skills, critical thinking, problem solving, reasoning skills)</i>
71		• <i>Reading/English language arts?</i>
72		• <i>Mathematics?</i>
73		• <i>Affective/Social-Emotional? (motivation, attention to underachievers, effectiveness of counseling interventions)</i>
74		• <i>Standardized curriculum for gifted students across schools? (common curricula developed by state, district, or outside publisher used by all teachers involved in gifted programming)</i>
75		• standardized curriculum across schools in mathematics
76		• standardized curriculum across schools in reading/English language arts

SECTION F: INTERVENTION (Any steps taken by a school district to provide curriculum and instruction through a specific delivery model over a set time for gifted students)		
<u><i>Gifted Program Policies and Procedures</i></u>		
77		District-wide gifted curriculum (same units for all students across schools)
78		• <i>reading/English language arts</i>
79		• <i>mathematics</i>
80		• <i>science</i>
81		• <i>social studies</i>
82		• <i>offer curriculum developed by teachers (unique units developed locally)</i>
83		• <i>Process skills (e.g., thinking skills, problem solving skills, creativity training)</i>
84		• <i>General enrichment (content extensions/expanded learning options)</i>
85		Special content for students from underserved populations (culturally sensitive and relevant curriculum appropriate for the populations)
86		Remove identified gifted students from gifted program for behavioral reasons (stated policy on exiting the program or services)
87		Remove identified gifted students from gifted program for academic reasons (stated policy on exiting the program or services)
<u><i>Mathematics Curriculum & Instruction</i></u>		
88		Separate mathematics curriculum (purposefully designed curriculum for gifted students)
89		Regular education mathematics standards for gifted students (e.g., district standards, NCTM standards, Common Core Standards)
90		More in-depth or greater breadth of coverage in grade level content in mathematics curriculum for gifted students (digging deeper into the content, extended learning mathematics activities, not covered in the standards, for gifted students)
91		Extended or expanded grade level mathematics standards for gifted students (going beyond typical grade level standards)
92		Above grade level mathematics standards for gifted students (choose standards/topics at higher grade level as the math focus)
93		Culturally responsive curriculum in mathematics (responsive to students' culture, language, expectations, experiences)
94		Faster pace of coverage in the gifted mathematics curriculum (acceleration, advanced content in shorter time frame, above grade level curriculum)
95		Pre-assessment of content knowledge and skills in mathematics curriculum for gifted students (use informal or formal assessment techniques; the use of curriculum compacting, may be inferred as using pre-assessment)
<u><i>Reading/English Language Arts Curriculum & Instruction</i></u>		

96		Separate reading/English language arts curriculum for gifted students (purposefully designed curriculum for gifted students; any time they mention specific units in use such as William and Mary, Jacobs Ladder, Great Books, Michael Clay Thompson's Grammar Units)
97		Regular education reading/English language arts standards for gifted students (e.g., district standards, Common Core Standards; unless they specify acceleration or use of an above grade level use of standard, assume they are using the regular education standards)
98		More in-depth or greater breadth of coverage in grade level content in reading/English language arts curriculum for gifted students (digging deeper into the content, extended learning reading/English language arts activities, not covered in the standards, for gifted students)
99		Extended or expanded grade level reading/English language arts standards for gifted students (going beyond typical grade level standards)
100		Above grade level reading/English language arts standards for gifted students (choose standards/topics at higher grade level as the reading/English language arts focus)
101		Culturally responsive curriculum in reading/English language arts (responsive to students' culture, language, expectations, experiences)
102		Faster pace of coverage in the gifted reading/English language arts curriculum (acceleration, advanced content in shorter time frame, above grade level curriculum)
103		Pre-assessment of content knowledge and skills in reading/English language arts curriculum for gifted students (use informal or formal assessment techniques; the use of curriculum compacting, may be inferred as using pre-assessment)
SECTION G: SERVICE DELIVERY (The grouping arrangement under which curriculum and instruction are delivered)		
104		Pull-out classes (students leave regular education classroom and work with other identified gifted students in a separate location)
105		• <i>pull-out classes for mathematics</i>
106		• <i>pull-out classes for reading/English language arts</i>
107		• <i>pull-out class for other subject classes/interest area</i>
108		Push-in classes (i.e., gifted education and classroom teacher serve as either co-teachers or gifted education teacher works with the gifted students in the regular education classroom)
109		Cluster grouping (i.e., gifted students stay in the same classroom as the regular education teacher and students, but are purposefully grouped based on ability)
110		Tiered instructional activities, used with or without cluster groups (teacher creates activities that vary in the depth, complexity, and level of difficulty to meet students' needs)
111		Opportunities for differentiated instruction (modify the content, process, or product requirements for students)
Homogeneous grouping (by ability or achievement level)		
112		• homogeneously grouped students in a <i>separate school</i> (e.g. magnet school <i>for gifted</i>)

113		• <i>Other homogeneously grouped classes full time (e.g., not a separate school, perhaps a gifted class)</i>
114		Acceleration as a service delivery option (offer access to advanced content)
115		• <i>Accelerated content within the same grade</i>
116		• <i>subject-based acceleration, moving grades</i>
117		• <i>full-grade acceleration</i>
118		Support services for students (e.g., tutoring, mentoring, family outreach)
119		Involve community in providing opportunities for gifted students
120		• <i>community involvement in mentorship opportunities</i>
121		• <i>business partnerships</i> (collaborations with local businesses to support district initiatives)
122		• <i>parents active involvement in gifted program</i>
123		Outside-of-normal school-day opportunities specifically for gifted students (<i>specially designed before school or after school program for gifted students</i>)
		BUDGET:
124	\$	<i>State Funding</i>
125	\$	District Funding
		<u>Teachers</u>
126		Provide number of teachers dedicated to serving gifted students full time (1 if they provide the number; 0 if they do not)
127		Provide number of teachers who hold a certificate/endorsement in gifted education (1 if they provide the number; 0 if they do not)
128		Provide information re: all gifted students receiving services from teacher certified/endorsed in gifted education
129		Indicate that a majority of gifted students receive services from teachers who are endorsed or who are supported by gifted endorsed staff
130		Professional development program related to gifted and talented education for educators working with gifted and talented students
131		Professional development program related to gifted and talented education for regular education classroom teachers
132		Professional development program related to gifted and talented education focusing on "cultural responsiveness"
133		Professional development program related to gifted and talented education focusing on any underrepresented population