



Self-Assessment 2 Where Do We Stand?

Yes	No	Don't Know	Guiding Principle(s)	Evidence	Plan of Action
			Each campus's demographics drive the selection and use of various instruments used in the identification process.		
			A variety of instruments to assess abilities and skills is available within the district.		
			Parent perceptions are sought in a manner that is compatible with the population being considered.		
			Both quantitative and qualitative instruments are used.		
			For students from poverty and non-English speakers, more qualitative data is gathered.		



EQUITY IN GIFTED/ TALENTED EDUCATION

Yes	No	Don't Know	Guiding Principle(s)	Evidence	Plan of Action
			Teachers are trained in how giftedness manifests itself in different student groups.		
			At least one instrument is used to look at all students at a given grade for inclusion in the gifted/talented program.		
			Portfolios are used in the identification process.		
			Interviews are used to consider students who are "marginal" on certain standardized tests.		
			Where permission from parents is necessary, provisions are in place for a school official to talk with the parent versus getting a permission form signed via the mail.		