







Annual Self-Evaluation
of the
Ocean Springs Gifted Education Program








Gifted Program District Evaluation
Committee
2018

Heather Golden	Grant Dickinson
Angie Cook	Ginger Anderson
Roma Flowers	Vanessa McKee
Linda Foster	Lamar Estis
Leanne Halford	Allison Yarrow
Susanne Cronier	Carolina Knight
Amanda Goodwin	Kano Clark






District: Ocean Springs School District
Date: May 23rd, 2018
Superintendent: Dr. B. Coleman
Director of Student Services: Grant Dickinson
Gifted Coordinators/Contacts: Kim Zwierzynski, Amanda Goodwin, and OSSD Connections Teachers

Annual Self-Evaluation of the Local Gifted Education Program					
Criterion I: Curriculum and Instruction					
Principle	Level 1	Level 2	Level 3	Level 4	Documentation
1					The local gifted education program shall provide a qualitatively different educational experience in addition to and different from the regular program of instruction.
2					Differentiated curriculum shall be provided for identified gifted students.
3					The local district shall provide opportunities for high ability learners that include grade acceleration, subject acceleration, curriculum compacting, mentorships, and/or concurrent enrollment.
4					The program of instruction provided to gifted students shall be based on the mastery of the MDE gifted program outcomes.
5					Career exploration and life skills shall be an integral part of the differentiated program of instruction for all gifted students.
6					Visual and performing arts shall be included in the differentiated program of instruction for gifted students.




Additional comments: All documentation is located on the district digital Google documentation binder (assessable at each campus and student services).

Criterion II: Program Administration and Management					
Principle	Level 1	Level 2	Level 3	Level 4	Documentation
1					Appropriately qualified personnel shall direct services for the education of gifted students.
2					Gifted programming shall be an integral part of the district's overall educational offerings, providing gifted students a minimum of 240 minutes per week of services in an approved gifted education program
3					Gifted education programming shall include positive working relationships with advocacy groups.
4			N/A	N/A	Gifted education program shall maintain all correspondence with MDE.
5					Gifted education programming shall include a positive working relationship with parents.
6					Gifted education program shall include a positive working relationship with administrative and district instructional personnel.
7					Requisite resources and materials shall be provided to adequately support the efforts of gifted education programming.






Additional comments: All documentation is located on the district digital Google documentation binder (assessable at each campus and student services).

Criterion III: Program Design					
Principle	Level 1	Level 2	Level 3	Level 4	Documentation
1					A continuum of programming services shall exist for gifted learners
2					Adequate funds shall be budgeted to allow for gifted programming that meets the needs of the district's gifted students.
3					Gifted programming is based on an established mission / philosophy statement with goals and objectives that reflect the need for gifted education programming.
4					Flexible grouping of students in a resource room shall be developed in order to facilitate differentiated instruction and curriculum.
5					Policies for adapting and adding to the nature and operations of the general education program are necessary for gifted education.






Additional comments: All documentation is located on the district digital Google documentation binder (assessable at each campus and student services).

Criterion IV: Program Evaluation					
Principle	Level 1	Level 2	Level 3	Level 4	Documentation
1					An annual self-evaluation shall be conducted for the purpose of improving the program
2					A program evaluation shall be conducted competently, confidentially, and ethically soliciting information from all stakeholders.
3					The evaluation shall be made available through a written report.

Additional comments: All documentation is located on the district digital Google documentation binder (assessable at each campus and student services).

Criterion V: Socio-Emotional Guidance and Counseling					
Principle	Level 1	Level 2	Level 3	Level 4	Documentation
1					Gifted students shall be provided guidance to meet their unique socio-emotional development
2					Gifted students shall be provided with career guidance services especially designed for their unique needs and interests.
3					Gifted at-risk students shall be provided with guidance and counseling targeted and differentiated services to help them reach their potential.
4					Gifted students shall be provided with affective curriculum in addition to differentiated guidance and counseling services.
5					Underachieving students who are potentially gifted shall be identified and served rather than omitted from differentiated services.

Additional comments: All documentation is located on the district digital Google documentation binder (assessable at each campus and student services).

Criterion VI: Professional Development					
Principle	Level 1	Level 2	Level 3	Level 4	Documentation
1					A comprehensive staff development program and materials shall be provided for all school staff involved in the education of gifted students.
2					Gifted program teachers and district staff are provided opportunities to attend non-district professional development regarding gifted education.
3					Professional development materials pertaining to gifted education are available in the district and updated on a regular basis.
4					Training for developing differentiated curriculum appropriate to the needs of gifted students is available for teachers of the gifted.
5					Only teachers endorsed in gifted education shall teach in the gifted education program.

Additional comments: All documentation is located on the district digital Google documentation binder (assessable at each campus and student services).

Criterion VII: Student Identification and Assessment					
Principle	Level 1	Level 2	Level 3	Level 4	Documentation
1					District guidelines shall outline a coordinated, comprehensive, and coherent process for student referral and assessment in order to determine eligibility for gifted services.
2				N/A	Equitable consideration for gifted education services is given to all students through the screening process.
3					Referrals for gifted screening are accepted from multiple sources.
4					Information about characteristics of giftedness and gifted programming is provided to parents.
5					All student identification procedures and instruments shall be based on best practices and research.
6			NA	NA	Reliable and valid instruments are used for identifying gifted students.
7					Written procedures for student identification shall include provisions for informed consent, notification of results, student reassessment, and student exiting.
8					The district has a policy in place for parent appeals.
9					Student assessment instruments used to determine eligibility for gifted education services shall be selected based on the strengths of the individual student. Comprehensive student profile that takes into account multiple factors.
10					Staff development is provided to all personnel involved in the identification and assessment of potentially gifted students

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