

District Assessment of Support for Self-Advocacy of Gifted Students

		Yes	No	IDK	N/A
Student Rights	Do students receive direct instruction on their specific rights as gifted individuals?				
	Are there state laws or statutes regarding gifted students?				
	Are gifted students included in the district mission/vision statement, either specifically or implicitly?				
	Are there district policies regarding gifted students, i.e., acceleration, early entrance, dual enrollment, or early graduation?				
	Does the district have a mission statement regarding gifted students and/or gifted education?				
	Does the district have a gifted education programming plan?				
	If yes, does the district publish the plan and related materials on its website and communicate about it to all parents and students?				
	Does the district clearly communicate the concept of giftedness to identified students and their parents?				
	Does the district clearly communicate students' specific learner needs to them and their parents?				
	Does the district share resources with students and their parents regarding giftedness?				
	Does the district develop Differentiated Education Plans (DEPs) for gifted students?				
	If yes, do educators collaborate with students and their parents to develop the DEPs?				
Student Responsibilities	Do students receive direct instruction on their specific responsibilities as gifted individuals?				
	Are gifted students given opportunities to assess and reflect on their academic progress?				
	Are students encouraged to speak with educational staff when they experience frustration?				
	Are gifted students encouraged to acquire the attributes of good character expected of all?				
Learner Profiles	Do gifted students receive direct instruction on creating their unique learner profiles?				
	Are gifted students encouraged to assess and reflect on their learner profiles?				

continued

District Assessment of Support for Self-Advocacy of Gifted Students, continued

		Yes	No	IDK	N/A
	Are gifted students allowed access to records that indicate their academic and intellectual ability?				
	Are gifted students provided materials to assess their learning preferences and interests?				
	Are gifted students provided materials that assess their personality traits associated with giftedness?				
	Are gifted students guided in assessing and recognizing areas for improvement?				
Options and Opportunities	Are gifted students guided in matching educational options and alternatives to their learner profiles?				
	Do gifted students receive information about available options that address their learner profiles?				
	Are gifted students informed of new alternatives that may address their learner profiles?				
	Are gifted students informed of opportunities outside the school/district that may better address their learner profiles?				
Advocates	Are gifted students introduced to the various adult advocates in the district who can support their needs?				
	Are gifted students given the opportunity to meet one-on-one with the gifted coordinator?				
	Are classroom teachers informed about self-advocacy and their role in supporting it?				
	Are school counselors informed about self-advocacy and their role in supporting it?				
	Are school principals/administrators informed about self-advocacy and their role in supporting it?				
Goal-Setting	Are gifted students encouraged to set short- and long-term personal educational goals?				
	Are gifted students guided in making sure their goals match their learner profiles?				
Action Plans	Are gifted students supported in writing action plans for change?				
	If yes, does the plan list specific steps and deadlines?				
	If yes, are adult advocates given roles in supporting the plan?				
	If yes, does the plan list dates for feedback, review, and revision?				
General Assessment	Do you feel your district is doing a good job encouraging and supporting the self-advocacy of gifted students?				