

Evaluation Tool for Innovative Gifted Service Application

Application must receive a designation of "Meets Criteria" for each component in order to be approved.

Innovative Service Application Review Components from Part Three	Meets Criteria	Does Not Meet Criteria	Comments
<p>1a. Description of Service:</p> <ul style="list-style-type: none"> • The description of service includes each of the following: <ul style="list-style-type: none"> ○ The title or name of service; ○ The grade level(s), subject area(s) and gifted identification area(s) for which service is designed; ○ The anticipated class size and instructional time for service; ○ The name and/or title of the supervising administrator; and ○ Other relevant information 			
<p>1b. Service Provider Qualifications:</p> <ul style="list-style-type: none"> • Details the specific qualifications of the service provider(s). Designated service providers must include one of the following: <ul style="list-style-type: none"> ○ A gifted intervention specialist; ○ A general education teacher who meets the gifted professional development requirements for designated service providers per Ohio Administrative Code 3301-51-15 (<i>Operating Standards for Identifying and Serving Students Who are Gifted</i>); ○ Trained arts instructors; or ○ Other trained individuals (e.g.: business or industry leaders, college or university professors, etc.) Qualifications for these service providers may include but are not limited to: <ul style="list-style-type: none"> ▪ Industry credential(s); 			

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<ul style="list-style-type: none"> ▪ Post-secondary training; ▪ College or university degree(s); ▪ Years of related experience; or ▪ Other relevant information 			
<p>1c. Priority Area Addressed: Proposed innovative service for students who are gifted addresses one of the given priority areas from Part Two of the application.</p>			
<p>2. Research and Evidence:</p> <ul style="list-style-type: none"> • At least one study or analysis from a gifted education research journal or publication that supports or creates a foundation for the innovative service as effective or a promising practice for students who are gifted. • Summary provided describes the methodology or research design used to determine the findings of the study or analysis. • Evidence is provided to show alignment between the research base and district goals for gifted service and demographics. 			

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<p>3. Explanation of District Data:</p> <ul style="list-style-type: none"> • District data provided indicates a demonstrated need for students for which the proposed innovative service for students who are gifted is designed (e.g.: using relevant district-level data, it is determined that identified students who are economically disadvantaged are underrepresented in current service options, so innovative services are proposed to expand service options for these students). • Explanation shows how data is tied to one or more Priority Areas as indicated in Part Two of the district's application. 			
<p>4. Criteria for Service:</p> <ul style="list-style-type: none"> • Criteria for proposed innovative service is clearly aligned with the gifted identification area the service is designed to meet. • Evidence is provided to demonstrate how the district will provide an equal opportunity for students who meet the specified criteria to receive the service. 			
<p>5. Description of How Service Meets Student Needs:</p> <ul style="list-style-type: none"> • Description provides evidence the proposed innovative service is a unique, sustained and challenging experience that extends, replaces or enhances learning opportunities or provides social and emotional supports appropriate for the district's students. 			
<p>6. Desired Outcome and Measurable Goals:</p> <ul style="list-style-type: none"> • The desired outcome of the proposed innovative service is clearly stated and specific, measurable, attainable, results-focused and timebound. • Measurable goals are provided and include baseline and target data for the gifted service, as well as strategies to address desired outcomes. 			

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<p>7. Service Implementation Plan:</p> <ul style="list-style-type: none"> • The proposed implementation plan includes both action steps and a timeline that cover before, during and after implementation. • The proposed implementation plan will include the following: <ul style="list-style-type: none"> ○ Evidence to show the district has considered its capacity to implement and sustain the proposed innovative service for students who are gifted; ○ Any needed actions taken to align districtwide policies and procedures to support implementation; ○ Strategies for communication with relevant stakeholders (such as parents, district educators and community members); ○ Plans for any required or relevant professional development or ongoing support for the designated service provider(s); and ○ Evidence of clear alignment between strategies for implementation and desired outcomes and goals for the proposed innovative service for students who are gifted. 			
<p>8. Plan for Evaluation:</p> <ul style="list-style-type: none"> • The plan for evaluation includes a variety of data collected at multiple points each year with a metric that demonstrates clear alignment between the desired outcomes and measurable goals for the proposed innovative service for students who are gifted. • Evidence is provided to show the district is using the data to monitor fidelity of implementation and to make any necessary adjustments to the provision of service. 			