

Scoring Rubric for Innovative Gifted Service Application

Innovative Gifted Service Application Review Components from Part Three	Meets Expectations	Does Not Meet Expectations	Comments
1a. Service Provider Qualifications: <ul style="list-style-type: none"> • Details the specific qualifications of the service provider(s). 			
1b. Priority Area Addressed: <ul style="list-style-type: none"> • Proposed Innovative Gifted Service addresses one of the given Priority Areas from Part Two of the application. 			
1c. Description of Service: <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. 			
2. Research and Evidence: <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. • Evidence is provided to show alignment between the research base and district goals for gifted service and demographics. 			
3. Explanation of District Data:			

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<ul style="list-style-type: none"> District data provided indicates a demonstrated need for students for which the proposed innovative gifted service is designed. 			
<p>4. Criteria for Service:</p> <ul style="list-style-type: none"> Criteria for proposed innovative gifted 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 that the proposed innovative gifted 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 gifted service is clearly stated and is 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. 			
<p>7. Service Implementation Plan:</p> <ul style="list-style-type: none"> The proposed implementation plan includes both action steps and a timeline that covers before, during, and after implementation. The proposed implementation plan will include the following: 			

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<ul style="list-style-type: none"> ○ Evidence to show the district has considered its capacity to implement and sustain the proposed innovative gifted service; ○ Any needed actions taken to align district-wide policies and procedures to support implementation; ○ Strategies for communication with relevant stakeholders (parents, district educators, community members, etc.); ○ Plans for any required or relevant professional development or on-going 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 gifted service. 			
<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 during the year with a metric that demonstrates clear alignment between the desired outcomes and measurable goals for the proposed innovative gifted service. • 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. 			