

# 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><b>1a. Description of Service:</b></p> <ul style="list-style-type: none"> <li>• The description of service includes each of the following:               <ul style="list-style-type: none"> <li>○ The title or name of service;</li> <li>○ The grade level(s), subject area(s) and gifted identification area(s) for which service is designed;</li> <li>○ The anticipated class size and instructional time for service;</li> <li>○ The name and/or title of the supervising administrator; and</li> <li>○ Other relevant information</li> </ul> </li> </ul>			
<p><b>1b. Service Provider Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Details the specific qualifications of the service provider(s). Designated service providers must include one of the following:               <ul style="list-style-type: none"> <li>○ A gifted intervention specialist;</li> <li>○ 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>);</li> <li>○ Trained arts instructors; or</li> <li>○ 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"> <li>▪ Industry credential(s);</li> </ul> </li> </ul> </li> </ul>			

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

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<p><b>3. Explanation of District Data:</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Explanation shows how data is tied to one or more Priority Areas as indicated in Part Two of the district's application.</li> </ul>			
<p><b>4. Criteria for Service:</b></p> <ul style="list-style-type: none"> <li>• Criteria for proposed innovative service is clearly aligned with the gifted identification area the service is designed to meet.</li> <li>• Evidence is provided to demonstrate how the district will provide an equal opportunity for students who meet the specified criteria to receive the service.</li> </ul>			
<p><b>5. Description of How Service Meets Student Needs:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>			
<p><b>6. Desired Outcome and Measurable Goals:</b></p> <ul style="list-style-type: none"> <li>• The desired outcome of the proposed innovative service is clearly stated and specific, measurable, attainable, results-focused and timebound.</li> <li>• Measurable goals are provided and include baseline and target data for the gifted service, as well as strategies to address desired outcomes.</li> </ul>			

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