



Self-Assessment I Where Do We Stand?

Yes	No	Don't Know	Guiding Principle(s)	Evidence	Plan of Action
			Defensibility: Procedures should be based on the best available research and recommendations.		
			Advocacy: Identification should be designed in the best interest of all students. Students should not be harmed by procedures.		
			Equity: <ul style="list-style-type: none">• Procedures should guarantee that no one is overlooked. Students from all groups should be considered for representation according to their demographic representation in the district.• The civil rights of students should be protected.• Strategies should be specified for identifying the disadvantaged gifted/talented.• Cut-off scores should be avoided because they are the most common way that disadvantaged students are discriminated against.		



EQUITY IN GIFTED/ TALENTED EDUCATION

Yes	No	Don't Know	Guiding Principle(s)	Evidence	Plan of Action
			Pluralism: The broadest defensible definition of gifted/talented should be used.		
			Comprehensiveness: As many learners as possible with gifted/talented potential should be served.		
			Pragmatism: Whenever possible, procedures should allow for the cost-effective modification and use of available instruments and personnel.		