

G/T PROGRESS INDICATORS

Who are they? How do I know if I have any? What do they need? What are we doing now?

What else do we need to do?

(Reference to Sewell, K 2004)

Progress Indicators		
Key Objectives	Key Tasks	Success Indicators
An acceptance and understanding of individual difference and diversity;	"	Increased acceptance and understanding of individual difference with respect to gifted and talented students is observed in teacher planning, classroom observation of teacher delivery and in conversation with gifted and talented students and their families.
Senior management staff commitment to the concept of providing for students with special abilities;		.
Support from the board of trustees, to ensure funding continuity;		Staffing and funding of gifted and talented programmes is documented;
Interested, committed and skilled staff involved in the management and running of initiatives for students with special abilities;		Programmes planned to meet the individual needs of students (within the classroom and through withdrawal if applicable); Student achievement is assessed and reported; The effectiveness of programmes is evaluated and used to inform future programme planning;
A written policy acknowledging the importance of long term provision for students with special abilities and providing guidelines;		Written policy with guidelines
Identification processes using a range of objective and subjective criteria, undertaken at the beginning of each year, ongoing, and on enrolment;		Identification documentation and systems showing how students with special abilities are identified through objective and subjective criteria and responsive learning environments;

Assessment of individual student learning and support needs;		Student achievement is assessed and reported;
Thorough documentation of programmes;		The outcomes of programmes for students with special abilities are reported to the board of trustees
Professional development for staff working with students with special abilities;		Evidence that the professional development the teachers involved have received is planned, evaluated and documented;
A range of options for students with special abilities;		Programmes planned to meet the individual needs of students (within the classroom and through withdrawal if applicable);
Emphasis on development of generic capabilities such as critical thinking skills and problem solving;		
Sensitivity to cultural differences, expectations and needs;		
Involvement of or consultation with parents;		
Cooperation with local community-based programmes, or programmes operating across a cluster of schools; and		
Effective programme evaluation and assessment of the impact of interventions on student achievement		<p>The effectiveness of programmes is evaluated and used to inform future programme planning;</p> <p>Student achievement is assessed and reported;</p> <p>The outcomes of programmes for students with special abilities are reported to the board of trustees</p>

