

Self Assessment I Where Do We Stand?

Yes	No	Don't Know	Guiding Principle(s)	Evidence	Plan of Action
			<p>Defensibility: Procedures should be based on the best available research and recommendations.</p>		
			<p>Advocacy: Identification should be designed in the best interest of all students. Students should not be harmed by the procedures</p>		
			<p>Equity:</p> <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. 		



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			Pluralism: The broadest defensible definition of gifted/talented should be used.		
			Comprehensiveness: As many learners as possible with gifted /talented potential should be identified and served.		
			Pragmatism: Whenever possible, procedures should allow for the cost-effective modification and use of available instruments and personnel.		

