

GIFTED & TALENTED EDUCATOR RUBRIC

Domain 1: Planning and Preparation			
1a - Demonstrating Knowledge of Content and Pedagogy			
<p>UNSATISFACTORY</p> <p>Makes content errors or does not correct errors made by students.</p> <p>Plans and practice display little understanding of prerequisite relationships important to student learning.</p> <p>Displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>PROGRESSING</p> <p>Is familiar with the important concepts in the discipline but displays a lack of awareness on how these concepts relate to one another.</p> <p>Plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>EFFECTIVE</p> <p>Possesses knowledge of concepts in the discipline and how they relate to one another.</p> <p>Understands prerequisite relationships among topics and concepts.</p> <p>Plans and practices reflect a wide range of effective pedagogical approaches.</p>	<p>HIGHLY EFFECTIVE</p> <p>Displays extensive knowledge of the important concepts in the discipline, how these relate both to one another and to other disciplines.</p> <p>Plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.</p> <p>Plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
1b - Demonstrating Knowledge of Students			
<p>UNSATISFACTORY</p> <p>Demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>PROGRESSING</p> <p>Indicates the importance of understanding how students learn and the students' backgrounds, skills, language proficiency, interests, and special needs, and attains this knowledge for the entire class.</p>	<p>EFFECTIVE</p> <p>Understands the nature of student learning and levels of development.</p> <p>Seeks knowledge of student backgrounds, interests, and special needs from several different sources.</p> <p>Applies knowledge of students to instructional practices.</p>	<p>HIGHLY EFFECTIVE</p> <p>Actively seeks knowledge of students' levels of development and their backgrounds, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>
1c - Setting Instructional Outcomes			

<p>UNSATISFACTORY</p> <p>Writes outcomes with low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline.</p> <p>Writes outcomes as activities, rather than as student learning.</p> <p>Writes only one type of learning outcome and only one discipline or strand and are suitable for only some students.</p>	<p>PROGRESSING</p> <p>Utilizes outcomes that represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Writes outcomes that reflect several types of learning but has made no attempt at coordination or integration.</p> <p>Has outcomes that are suitable for most of the students in the class based on global assessments of student learning.</p>	<p>EFFECTIVE</p> <p>Utilizes instructional outcomes that represent high expectations and rigor.</p> <p>Writes instructional outcomes in the form of student learning with viable methods of assessment.</p> <p>Has outcomes that reflect different types of learning to meet the needs of all students.</p>	<p>HIGHLY EFFECTIVE</p> <p>Utilizes all instructional outcomes that represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes consider the varying needs of individual students.</p>
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1d - Demonstrating Knowledge of Resources

<p>UNSATISFACTORY</p> <p>Creates unclear goals for the instructional support program for needs of the staff.</p> <p>Has no written procedures for the identification process or refuses to implement procedures.</p> <p>Does not attempt to create curricular and program options to meet the needs of all students.</p>	<p>PROGRESSING</p> <p>Creates goals for the instructional support program suitable to the needs of the staff.</p> <p>Works to create procedures for identifying students.</p> <p>Works to create curricular and program options to meet the needs of all students.</p>	<p>EFFECTIVE</p> <p>Implements clear goals for the instructional support program that are clear and suitable to the situation and the needs of staff.</p> <p>Is consistent with implementing the procedures for identifying students.</p> <p>Uses curricular and program options to meet the needs of all students.</p>	<p>HIGHLY EFFECTIVE</p> <p>Writes goals for the instructional support program that are highly appropriate to the situation and the needs of the staff.</p> <p>Is consistent with implementing the procedures for identification and actively seeks opportunity for ongoing identification.</p> <p>Works to create multiple layers of curricular and program options to meet the needs of all students.</p>
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1e - Designing Coherent Instruction

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Develops a poorly aligned series of learning experiences with instructional outcomes that do not represent a coherent structure.</p> <p>Creates activities that are not designed to engage students in active intellectual activities and have unrealistic time allocations.</p> <p>Does not design Instructional groups that support the instructional outcomes or offer variety.</p>	<p>Develops lessons or units that have a recognizable structure; the progression of activities is somewhat uneven.</p> <p>Uses learning activities and materials that are suitable to the instructional outcomes and represent a moderately cognitive challenge with most time allocations that are reasonable.</p> <p>Creates instructional groups that partially support the instructional outcomes, with an effort at</p>	<p>Coordinates student knowledge, content, and resources to address instructional outcomes.</p> <p>Develops activities with reasonable time allocations, significant cognitive challenges, and engages students.</p> <p>Implements instructional groups with activities that include a clear structure based on student knowledge allowing variety.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding how to meet the needs of all students with available resources, resulting in a series of learning activities designed to engage students in high-level cognitive activities.</p>

1f - Designing Student Assessments

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Does not have assessment procedures that are congruent with instructional outcomes.</p> <p>Does not provide criteria or standards in planning.</p> <p>Has no plan to incorporate formative assessments in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p>	<p>Has some of the instructional outcomes that are assessed through the proposed approach, but others are not.</p> <p>Develops assessment criteria and standards, but they are not clear.</p> <p>Creates rudimentary formative assessments that include only some of the instructional outcomes.</p> <p>Intends to use assessment results to plan for future instruction for the entire class.</p>	<p>Aligns student assessments with instructional outcomes that have been adapted for groups of students.</p> <p>Has clear assessment criteria and standards.</p> <p>Utilizes formative assessments to monitor student progress toward instructional outcomes and support students to monitor their own learning.</p> <p>Uses assessment results to plan for future individualized student instruction.</p>	<p>Designs a plan for student assessments that is fully aligned with instructional outcomes and clear criteria and standards that show evidence of student contribution to their development.</p> <p>Has assessment methodologies that have been adapted for individual students, as needed.</p> <p>Uses formative assessments that are well designed and includes students in the use of the assessment information.</p>

Domain 2: The Classroom Environment

2a - Creating an Environment of Respect and Rapport			
<p>UNSATISFACTORY</p> <p>Shows patterns of classroom interactions with students, as well as among students, are mostly negative or inappropriate to students' ages, and developmental levels.</p> <p>Does not deal with disrespectful behavior.</p>	<p>PROGRESSING</p> <p>Shows patterns of classroom interactions with students, as well as among students, are generally appropriate but may reflect occasional inconsistencies.</p> <p>Attempts to respond to disrespectful behavior, with uneven results.</p>	<p>EFFECTIVE</p> <p>Interacts with students in a polite and respectful manner and interactions among students are friendly and respectful.</p> <p>Responds appropriately to disrespectful interactions among students.</p>	<p>HIGHLY EFFECTIVE</p> <p>Is highly respected by students who exhibit respect among all members of the class because of connections that have been made to recognize students as individuals.</p>
2b - Establishing a Culture for Learning			
<p>UNSATISFACTORY</p> <p>Has very little commitment to learning with no investment of student energy into the task at hand.</p> <p>Does not expect or value hard work.</p> <p>Has medium to low expectations for student achievement.</p> <p>Has high expectations for learning for only some students.</p>	<p>PROGRESSING</p> <p>Has little commitment to learning appearing to be only "going through the motions, and students indicate that they are more interested in completion of a task, rather than quality."</p> <p>It is conveyed that student success is the result of natural ability rather than hard work.</p> <p>Has high expectations for learning only for those students thought to have a natural aptitude for the subject.</p>	<p>EFFECTIVE</p> <p>Maintains an engaging classroom culture with high expectations for learning to student growth.</p> <p>Models and encourages curiosity, critical thinking, reasoning, and reflection to support success and growth.</p> <p>Encourages students to persevere and use strategies to support each other through challenging work.</p>	<p>HIGHLY EFFECTIVE</p> <p>Establishes a culture that is a cognitively vibrant place, characterized by a shared belief in the importance of learning with high expectations and hard work.</p> <p>Creates an environment where students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.</p>
2c - Managing Classroom Procedures			

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Loses instructional time due to inefficient classroom routines and procedures.</p> <p>Has little or no evidence of managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>Has little or no evidence that students know or follow established routines.</p>	<p>Loses some instructional time due to only partially effective classroom routines and procedures.</p> <p>Is inconsistent in managing instructional groups, transitions, and/or the handling of materials and supplies leading to some disruption of learning.</p> <p>Working towards regular guidance and prompting for students to try and establish routines.</p>	<p>Models classroom routines and procedures with little loss of instructional time.</p> <p>Distributes and collects materials and supplies efficiently.</p> <p>Establishes classroom routines.</p>	<p>Maximizes instructional time and has well established efficient classroom routines and procedures.</p> <p>Creates an environment where students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies.</p> <p>Establishes routines that are well understood and may be initiated by students.</p>

2d - Managing Student Behavior

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Has no established standards of conduct, and little or no monitoring of student behavior.</p> <p>Response to student misbehavior is inappropriate or disrespectful.</p>	<p>Establishes standards of conduct, but implementation is inconsistent.</p> <p>Tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Monitors student behavior against established standards of conduct.</p> <p>Responds appropriately to student misbehavior.</p>	<p>Creates a proactive behavior system where student behavior is entirely appropriate, and students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p>

2e - Organizing Physical Space

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Creates a physical environment that is unsafe, or many students don't have access to learning.</p>	<p>Creates a safe physical environment and essential where learning is accessible to most students.</p> <p>Tries to give students access to appropriate physical resources and technology.</p>	<p>Arranges a safe physical environment to support the instructional goals and activities for all students.</p> <p>Uses appropriate physical resources and technology.</p>	<p>Creates a physical environment with student input that is safe, and learning is accessible to all students including resources and technology to support instructional goals.</p>

Domain 3: Instruction

3a - Communicating with Students

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Does not clearly communicate the instructional purpose of the lesson to students and the directions and procedures are confusing.</p> <p>Uses vocabulary that is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>Attempts to explain the instructional purpose with limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>Speaks correctly; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>States clearly what the students will be learning.</p> <p>Engages students with the learning task through clear instruction that is age and interest appropriate.</p>	<p>States the instructional purpose of the lesson that is linked to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>Explains the content is thoroughly and clearly, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Allows students to contribute to extending the content, and in explaining concepts to their</p>

3b - Using Questioning and Discussion Techniques

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Asks questions that are of low cognitive challenge, single correct responses, and asks in rapid succession.</p> <p>Interacts with students in a predominantly recitation style, mediating all questions and answers.</p> <p>Allows a few students to dominate the discussion.</p>	<p>Questions students that lead through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Attempts to engage all students in the discussion and encourages them to respond to one another, with uneven</p>	<p>Poses questions to make students think and understand.</p> <p>Gives adequate wait time for students to respond and steps aside when appropriate.</p> <p>Engages most students in the conversation.</p> <p>Uses a range of strategies to ensure that most students are heard.</p>	<p>Uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition.</p> <p>Allows students to formulate many questions, initiate topics and make unsolicited contributions.</p> <p>Creates an environment where students themselves ensure that all voices are heard in the discussion.</p>

3c - Engaging Students in Learning			
<p>UNSATISFACTORY</p> <p>Develops learning tasks where the activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>Paces the lesson too slowly or rushed. Few students are intellectually engaged or interested.</p>	<p>PROGRESSING</p> <p>Develops learning tasks or prompts that are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant.</p> <p>Paces the lesson in a way that may not provide students the time needed to be intellectually engaged.</p>	<p>EFFECTIVE</p> <p>Creates opportunities for most students to be intellectually engaged in the lesson.</p> <p>Uses challenging content and scaffolds to support student engagement.</p> <p>Paces the lesson to provide students the time needed to be intellectually engaged.</p>	<p>HIGHLY EFFECTIVE</p> <p>Ensures that students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding. The content is fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content.</p> <p>Paces lessons that provide students with the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding.</p> <p>Creates a learning environment where students may have some choice in how they complete tasks and may serve as resources for one another.</p>
3d - Using Assessment in Instruction			

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Has little or no assessment or monitoring of student learning; feedback is absent, or of poor quality.</p> <p>Has not made students aware of the assessment criteria or engaged in self-assessment.</p>	<p>Uses assessments sporadically to support instruction, through some monitoring of progress of learning. Feedback to students is general.</p> <p>Allows students to be partially aware of the assessment criteria used to evaluate their work but few assess their own work.</p> <p>Uses questions/prompts/ assessments that are rarely used to diagnose evidence of learning.</p>	<p>Uses assessments regularly to monitor progress and give specific feedback.</p> <p>Provides clear assessment criteria to students for self-assessment.</p> <p>Uses assessments to document evidence of learning.</p>	<p>Fully integrates assessment into instruction, through extensive use of formative assessments.</p> <p>Allows students to self-assess and monitor their own progress with educator and peer feedback that is accurate, specific, and advances learning.</p> <p>Regularly uses questions/prompts/ assessments to diagnose evidence of learning by individual students.</p>

3e - Demonstrating Flexibility and Responsiveness			
<p>UNSATISFACTORY</p> <p>Adheres to the instruction plan despite evidence of poor student understanding or students' lack of interest.</p> <p>Ignores student questions; when students have trouble, the blame is on students.</p>	<p>PROGRESSING</p> <p>Attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>EFFECTIVE</p> <p>Alters learning plans in order to promote student learning based on student understanding, questions, and interests.</p>	<p>HIGHLY EFFECTIVE</p> <p>Seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>Persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>
Domain 4: Professional Responsibilities			
4a - Reflecting on Teaching			

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Does not know whether a lesson was effective or achieved its instructional outcomes, or profoundly misjudges the success of a lesson.</p> <p>Has no suggestions for how a lesson could be improved.</p>	<p>Has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Makes general suggestions about how a lesson could be improved.</p>	<p>Accurately assess the effectiveness of learning experiences.</p> <p>Identifies specific ways in which a learning experience might be improved.</p>	<p>Makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Draws on an extensive repertoire of skills, offers specific alternative actions, complete with the probable success of different courses of action.</p>

4b - Maintaining Relevant Documentation and Evaluation			
<p>UNSATISFACTORY</p> <p>Has little or no evidence that onsite monitoring exists.</p> <p>Has no evidence of a written evaluation plan.</p> <p>Ignores student growth in the evaluation process.</p> <p>Has no evidence that a program evaluation exists.</p>	<p>PROGRESSING</p> <p>Has evidence for onsite monitoring but is disorganized or has some pieces missing.</p> <p>Has a minimal evaluation plan that addresses both program evaluation and student growth.</p> <p>Has evidence that a yearly program evaluation exists.</p>	<p>EFFECTIVE</p> <p>Collects and organizes evidence to document compliance with the GT Program Approval Standards.</p> <p>Has an evaluation plan that addresses both program evaluation and student growth.</p> <p>Follows the evaluation plan and uses the data to revise program goals.</p>	<p>HIGHLY EFFECTIVE</p> <p>Has evidence for onsite monitoring that provides a holistic view of all facets of the gifted program, including exemplary student work, program highlights, successes, student growth evidence, etc.</p> <p>Has a fluid evaluation plan that uses a variety of instruments to seek data to address both program evaluation and student growth.</p>
4c - Communicating with Families			
<p>UNSATISFACTORY</p> <p>Communicates sporadically or inappropriately with families, about the instructional program, or about individual students.</p> <p>Makes no attempt to engage families in the instructional program.</p>	<p>PROGRESSING</p> <p>Makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program.</p> <p>Communicates with families without asking for feedback and is not always appropriate.</p>	<p>EFFECTIVE</p> <p>Communicates frequently with families about the gifted program and individual student progress.</p> <p>Develops activities designed to successfully engage families as appropriate.</p> <p>Responds to family concerns with professionalism.</p>	<p>HIGHLY EFFECTIVE</p> <p>Communicates with families frequently asking for feedback allowing contributions to the communication.</p> <p>Trying to engage families in the instructional program are frequent and successful.</p>
4d - Participating in a Professional Community			

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Creates relationships with colleagues that are negative or self-serving.</p> <p>Avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Avoids becoming involved in school events or school and district projects.</p>	<p>Maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Participates in school events and school and district projects when specifically asked.</p>	<p>Has supportive and collaborative relationships with colleagues within and outside the district.</p> <p>Is supportive and collaborative in the school's culture of professional inquiry.</p> <p>Participates willingly in school events and school and district projects.</p>	<p>Creates relationships with colleagues that are characterized by mutual support and cooperation, taking initiative in assuming leadership among the faculty.</p> <p>Takes a leadership role in promoting a culture of professional inquiry.</p> <p>Volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>

4e - Growing and Developing Professionally

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Engages in no professional development activities to enhance knowledge or skill.</p> <p>Resists feedback on teaching performance from either supervisors or colleagues that are more experienced.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Participates in professional activities to a limited extent when they are convenient.</p> <p>Accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.</p> <p>Finds limited ways to contribute to the profession.</p>	<p>Seeks opportunities for continued professional development.</p> <p>Welcomes feedback from colleagues and supervisors through professional collaboration.</p> <p>Implements the professional development plan.</p> <p>Supports other educators in meeting the needs of gifted and advanced learners.</p>	<p>Seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Initiates important activities to contribute to the profession.</p>

4f - Showing Professionalism

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Is not alert to students' needs and contributes to school practices that result in some students not being served.</p> <p>Makes decisions and recommendations based on self-serving interests.</p> <p>Does not comply with school and/or district regulations.</p>	<p>Is honest in interactions with colleagues, students, and the public.</p> <p>Attempts to serve students inconsistently and does not knowingly contribute to some students not being served.</p> <p>Makes decisions and recommendations that are based on limited though genuinely professional considerations.</p> <p>Complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Demonstrates high standards of honesty, integrity, and confidentiality.</p> <p>Actively addresses student needs.</p> <p>Provides opportunities for student success.</p> <p>Maintains an open mind in team and departmental decision-making while serving as an advocate for gifted and advanced learners.</p> <p>Complies fully with school district regulations.</p>	<p>Can be counted on to be held to the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.</p> <p>Is highly proactive in serving students, seeking out resources when needed.</p> <p>Makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p> <p>Takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Complies fully with school and district regulations, taking a leadership role with</p>

4g - Promoting Gifted Education Through Public Awareness and Advocacy

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Creates relationships with colleagues that are negative or self-serving, and/or avoids being involved in school and district events and projects.</p> <p>Does not provide opportunities for community awareness and involvement.</p>	<p>Creates relationships with colleagues that are cordial and participates in school and district events and projects when specifically requested.</p> <p>Makes sporadic attempts to provide opportunities for community awareness and involvement for parents, school board, and the community at large.</p>	<p>Fosters positive relationships with colleagues.</p> <p>Actively participates in school/district events and projects.</p> <p>Provides opportunities for community engagement for parents, school board, and community.</p>	<p>Makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.</p> <p>Provides frequent and meaningful opportunities for community awareness and involvement with parents, school board, and the community at large.</p> <p>Facilitates an advisory committee with a cross section of community members that meets regularly and is instrumental in advocating for and strengthening the gifted program.</p>

