

Evaluating Your Gifted Program:

**Why?
What?
How?**

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Welcome

1. What do you like about your program?
2. Why is it important to meet the needs of gifted and talented students?
3. What is one thing you would change about your program?
4. What are you most proud of about your program?
5. What is one recommendation you have for someone who is interested in starting a new program or re-designing an existing program?

Philosophical Considerations

1. What do we want gifted and talented students to be or do as an **outcome** of their education?
2. Is the purpose of education for the gifted and talented to promote the **development of self** or the contribution they can make to **society**?
3. **Is learning how to learn** more or less important than what is being learned?
4. Is **quantity or quality** the focus of a program?
5. Should learning emphasize the **assimilation of information** or the development of **thinking processes**?
6. Is the **progress** of the gifted and talented measured against the **group, the average, or self**?
7. Is the **winning of prizes, scholarships, and “A’s”** an indicator of **program success**?

Evaluation is a form of *disciplined inquiry*, the purpose of which is to produce information to assist in making *informed value judgments* about some phenomena.

(Brighton et al., 2005)

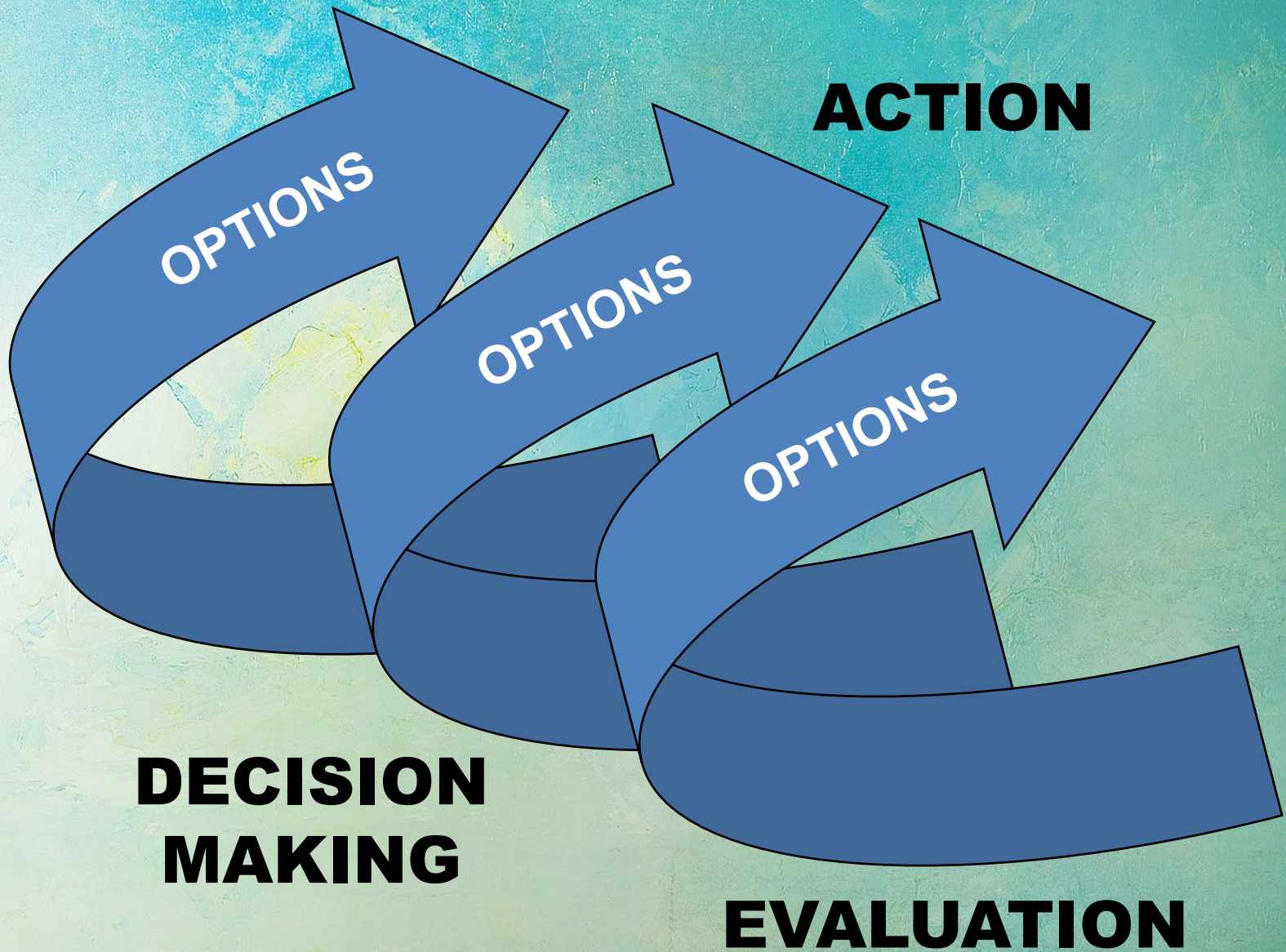


Step 1

**Evaluation:
WHY?**

Evaluation Purpose

- What is the reason for the evaluation?
- Who is asking for the evaluation?
- Will evaluation results drive future program planning and implementation?





Step 2

**Evaluation:
What?**

Definition of a Program



A **PURPOSEFUL** SET OF ACTIVITIES THAT EXPEND **RESOURCES** TO IMPLEMENT **PROCESSES, PROCEDURES,** AND/OR **ACTIVITIES** THAT OPERATE IN SOME **CONTEXT** TO ACCOMPLISH SOME **OUTCOMES** OR ACHIEVE SOME **GOALS**.

Resources

Context

Processes

Outcomes

Procedures

Goals

Activities



Service Delivery Models

**Fulltime
Class**

**Special
School**

Pull-out

**Within
Class**

**Cluster
Grouping**



Goals

Objectives

Curriculum for Students with Gifts and Talents

Goal

Content, process, and product standards that exceed the state-adopted standards for all students and that provide challenge at appropriate levels for strengths of individual students.

Objective

To develop understanding of the concepts, themes, issues, and relationships which are fundamental to the disciplines.

Educators will employ curriculum, instruction, and assessment so that students with gifts and talents will articulate the underlying structure of the discipline(s), explaining the interconnectedness of knowledge within and across the disciplines.

Curriculum for Students with Gifts and Talents

Student Outcomes

Students with gifts and talents will:

- a) demonstrate comprehension of a discipline as a system on knowledge.
- b) analyze the content of a discipline in terms of major concepts, themes, and issues of that discipline.
- c) analyze a concept, theme, problem, or issue within and across disciplines by using the different perspectives of those disciplines.
- d) analyze the ethical dimensions of ideas, issues, problems, and themes.
- e) explain the dynamic nature of knowledge and the interaction between culture and knowledge.

Prince George's County (MD) Pull-out Program for Talented and Gifted Students

PROGRAM OBJECTIVES

- To provide regularly scheduled opportunities for students to *meet with their intellectual peers*;
- To provide a learning environment in which instructional strategies appropriate to the *unique learning characteristics of the intellectually gifted* are utilized;
- To acquire advanced competencies in:
 - higher level thinking skills
 - research skills
 - study skills
 - communication skills
 - problem solving skills
 - creative thinking skills
 - critical thinking skills
- To develop an understanding of the purposes and processes of self and group evaluation;

<https://offices.pgcps.org/tag/Cards/TAG-Program-Models/>

Prince George's County (MD) Pull-out Program for Talented and Gifted Students

- To provide opportunities for individuals and/or small groups to *utilize advanced research/study skills in designing and conducting independent investigations* on topics of student interest (passion projects).

Prince George's County (MD) Pull-out Program for Talented and Gifted Students

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Prince George's County (MD) TAG Centers for Talented and Gifted Students

- The TAG Center School Programs offer a full-day advanced, enriched, and intensive instructional program to meet the unique and specialized needs of highly able students. Specially selected and trained teachers provide the instruction.

Program Content

- Advanced Courses
- Enriched Curriculum
- Research Projects
- Independent Studies
- Subject and Grade Acceleration

NAGC Programming Standards

- Learning and Development
- Assessment
- Curriculum & Instruction
- Learning Environments
- Programming
- Professional Development

<http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12>

NAGC Programming

Standard 3: Curriculum Planning and Instruction

Student Outcomes	Evidence-Based Practices
3.1. Curriculum Planning. Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.	3.1.1. Educators use local, state, and national content and technology standards to align, expand, enrich, and/or accelerate curriculum and instructional plans.
	3.1.2. Educators design comprehensive and cohesive curriculum and use learning progressions to develop differentiated plans for Pre-K through grade 12 students with gifts and talents.
	3.1.4. Education design differentiated curriculum that incorporates advanced, conceptually challenging, in-depth, and complex content for students with gifts and talents.

STEP 3

**Evaluation:
How?**



**Document
Growth**

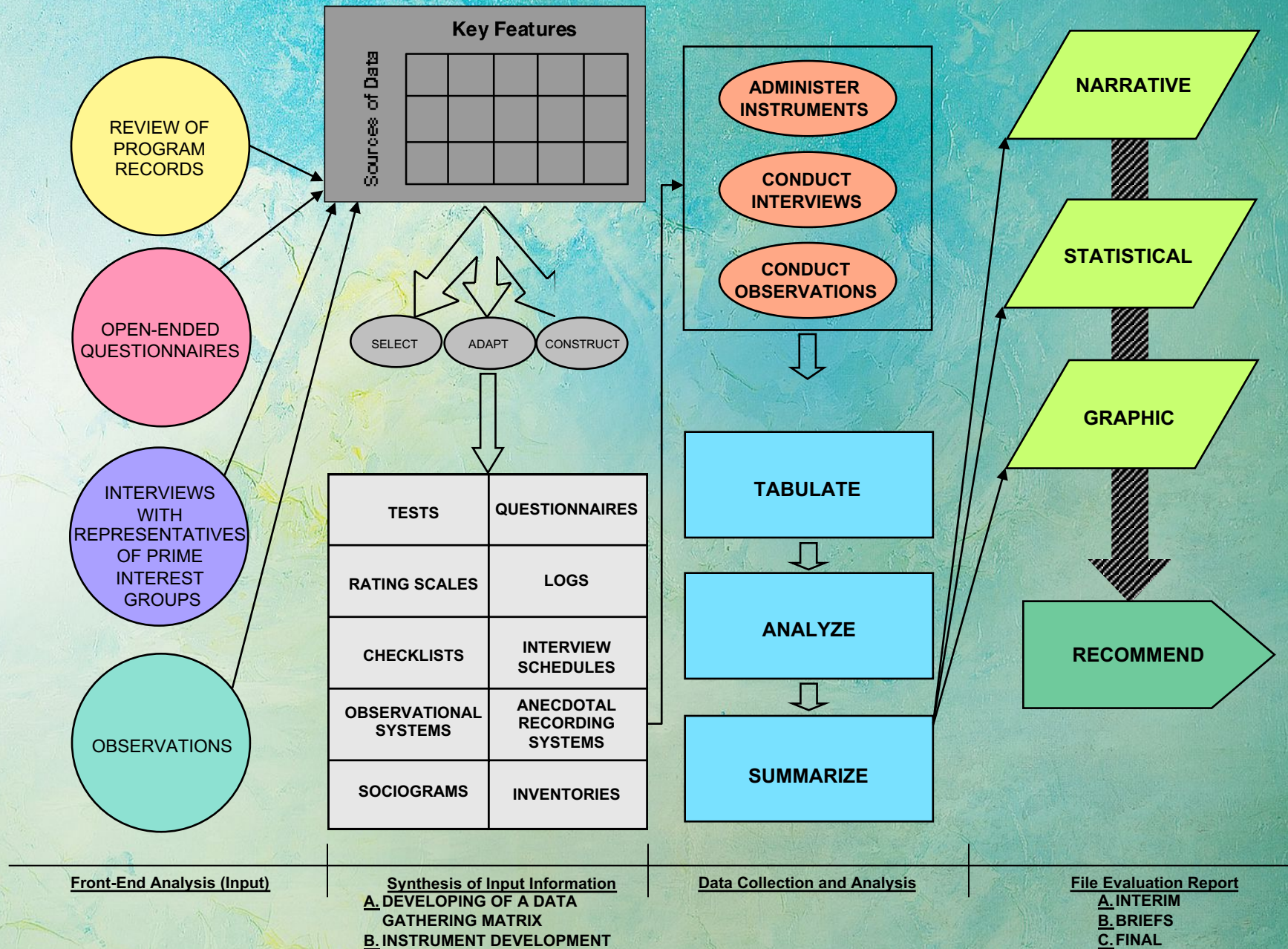
Words

Graphs

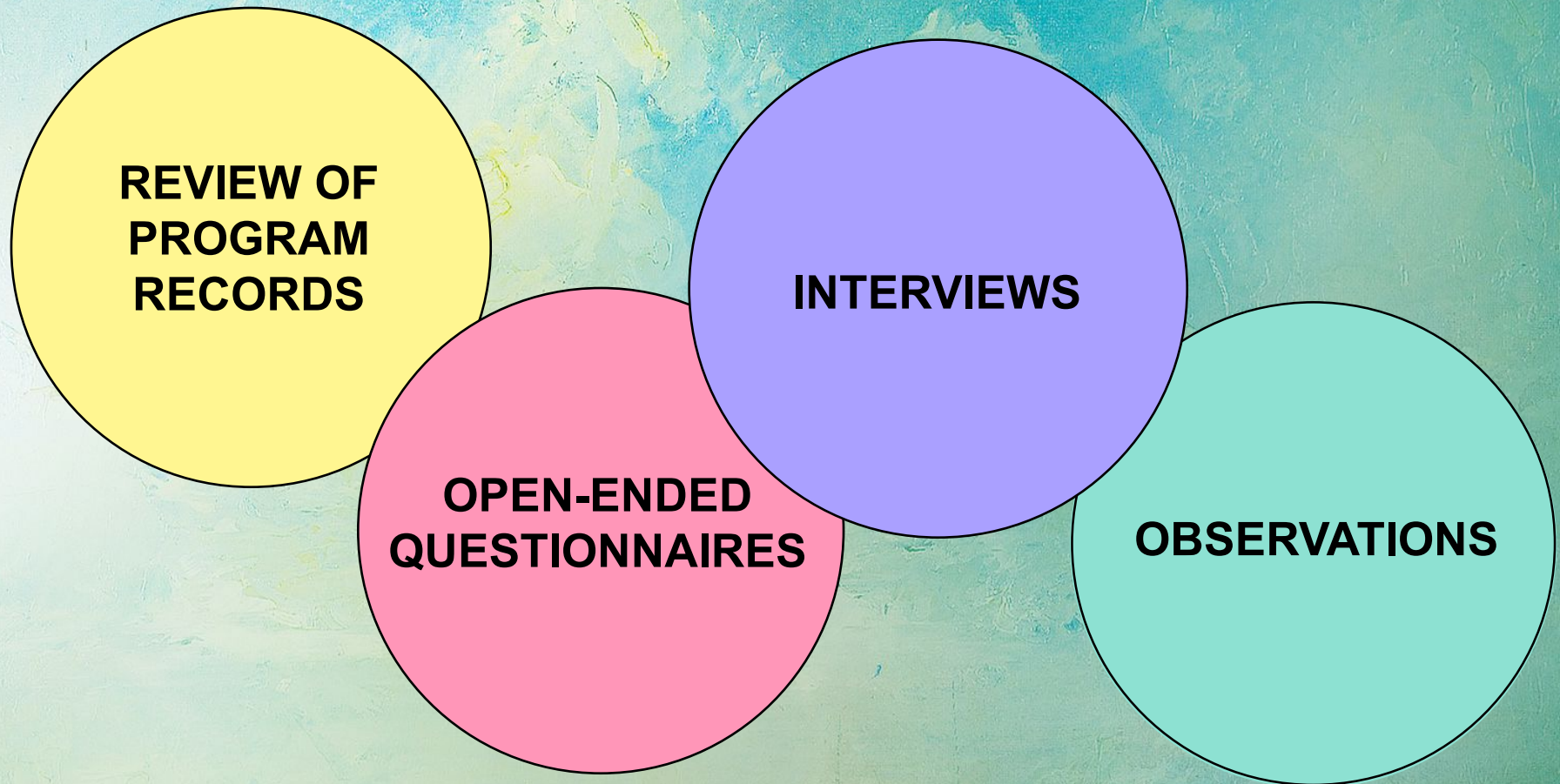
Numbers



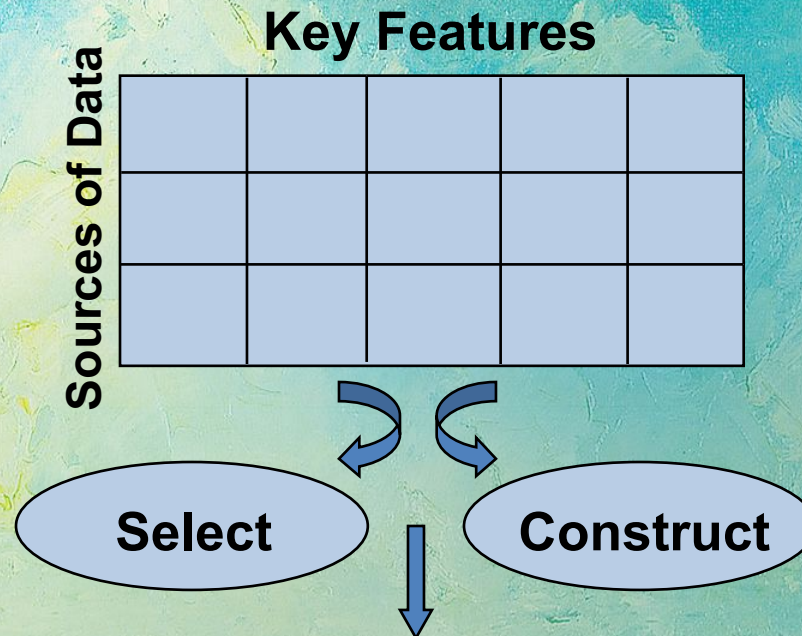
KEY FEATURES EVALUATION MODEL (Renzulli)



Front-End Analysis (Input)



Synthesis of Input Information



Tests

Rating Scales

Checklists

Observational Systems

Sociograms

Questionnaires

Logs

Interview Schedules

Anecdotal Recording Systems

Inventories

Key Features Evaluation System (Renzulli)

Administer Instruments

Conduct Interviews

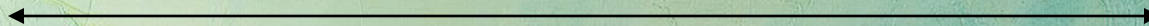
Conduct Observations

Tabulate

Analyze

Summarize

Data Collection and Analysis



Key Features Evaluation System (Renzulli)

Narrative



Statistical

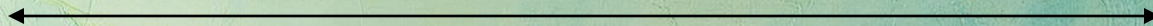


Graphic



Recommendations

File Evaluation Reports



Gifted Program Evaluation

Key Features

Sources of Data

	Thinking Skills	Research Skills	Study Skills	Independent Study	Communication Skills
Students	Cornell Critical Thinking (pre/post)	Research Questionnaire (pre/post)	Teacher developed Rubric	Student Product Assessment Form	Teacher developed Rubric
Teachers	Teacher Questionnaire				
Administrators	Administrator Questionnaire				
Parents	Parent Questionnaire				

Art Program Evaluation

Key Features

Sources of Data

Writing Skills

Attitudes Towards
Art

Art Vocabulary

Students

Writing samples
(pre/post)

Survey (pre/post)

Teachers

Teacher Survey (pre/post)

Art Teachers

Art Teacher Survey (post)

Strategies for Differentiated Instruction

(E. Jean Gubbins & Kristina Ayers Paul, 2009)

Observation Framework

Notes

1. Advanced Content
2. Advanced process skills (creative thinking, critical thinking, research skills)
3. Advanced products (research-based; use of technology)
4. Independent study based on assigned topic.
5. Independent study based on self-selected topic.

Classroom Activities

(E. Jean Gubbins & Kristina Ayers Paul, 2009)

Observation Framework

Notes

6. Students engaged in problem solving

7. Students implementing independent investigations

8. Students demonstrate high level of content knowledge

9. Students engaged in learning environment

10. Students challenged by content

11. Student directed learning activities

12. Teacher directed learning activities

13. Students and teachers shared direction of learning activities.

Evaluation Findings

- Accurate
- Realistic
- Informative
- Guidance for future directions

Evaluation Report

Multiple
Audiences

Consumer-
oriented



Snapshot Survey of PK-Grade 12 Gifted Education Programming Effectiveness Factors



https://waospi.instructure.com/courses/34/files/11245?module_item_id=7777

Integrating Evaluation Plans Into an Identification System

Design

Build and enumerate robust and flexible identification criteria with consensus from multiple stakeholders.

Design program goals, structure, theoretical basis, curriculum, student capacity, dosage, outcomes, etc.

Create safeguards, progress-monitoring mechanisms, and procedures/avenues for redress and recalibration.

Prepare

Design and give professional learning to teachers to support consistent and valid identification.

Implement

Identify

Use as wide a range of *appropriate* measures as possible to identify students, *given the school's program*.

For an accelerated math program, consider using test scores, teacher nominations, parent/peer/product ratings, and relevant grades.

For a creativity/enrichment program, consider using nominations and ratings from all parties, in addition to portfolios, products, or creativity tests.

Double-check

Whoa there! Let's look at representation now. Does it seem like any population of students is being systematically denied entrance to the program?

And, which other students are close to our measures' cut-offs? Might a trial period be appropriate?

What is one last net we could throw out to gather more students?

Recalibrate

Checks should be ongoing, transparent, and come from all involved parties (administrators, teachers, parents, and students).

Compare observed outcomes to outcome goals: have students achieved at expected levels, or is there a gap? Are there gaps between student subgroups?

Have results been reported faithfully and consistently to stakeholders? How can communication be improved across the system?

Use feedback to adjust program design

Questions

What can the local system handle in terms of capacity? What is the school able to provide based on community values? What barriers exist for underserved groups?

Questions

Consider your program:

For a program that focuses on advanced writing, what measures would be fair and appropriate? For a visual arts program? For leadership?

Questions

Were all students successful throughout the program's course? Did certain students who you thought would succeed fail to do so? Why? Did certain "trial period" students succeed? Can the program be further expanded?

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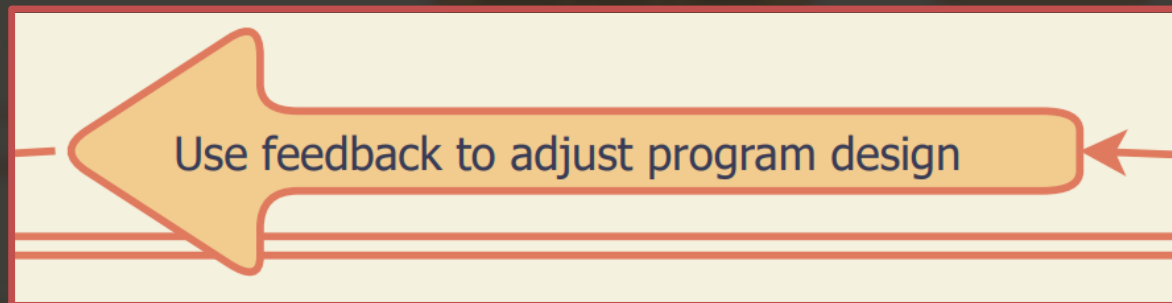
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Schoolwide Enrichment Model (3rd ed.)

Joseph S. Renzulli & Sally M. Reis

<https://www.routledge.com/The-Schoolwide-Enrichment-Model-A-How-To-Guide-for-Talent-Development/Renzulli-Reis/p/book/9781618211644>

Resources

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