

Review and Evaluation

"Each school district shall review and evaluate its gifted and talented programming."

- ❖ Data on G/T program goals is continuously reviewed with systematic program evaluation on a regular basis

Consider:

- ◆ Formative evaluation
- ◆ Summative evaluation
- ◆ Evaluate for G/T program effectiveness
- ◆ Evaluate for G/T student growth/achievement
- ◆ Evaluation data used regularly for program decision-making
- ◆ Evaluation data must align with program goals

Resources:

Effective Practices in Gifted Program Evaluation

Joyce Van Tassel-Baska
Center for Gifted Education

College of William and Mary

<http://cfgewm.edu>

- ◆ Survey Questionnaires
- ◆ Checks/Balances with National Association of Gifted Children Program Standards
- ◆ G/T Curriculum Review - framework, scope, sequence, instructional delivery, alignment, articulation, student growth data, staff development, system of counseling and guidance, policy on accelerative opportunities
- ◆ Stakeholder groups interviewed

Instruments and Evaluation Designs Used in gifted Programs

The National Research Center on the Gifted and Talented
Research Monograph 95132

Planning Guide for Gifted and Talented Self -Assessment for Planning Your G/T Programming - Included in this document

Planning Guide for Gifted and Talented Self -Assessment for Planning Your G/T Programming

Directions: Place a check in the appropriate boxes that reflect your current program.

AREA	Minimum Requirements 281--IAC 12.5(12)	Exists in Theory	Development In writing	Revision	Measure-able and data driven decisions
Identification of students	There are valid and systematic procedures, including multiple selection criteria, for identifying gifted and talented students from the total student population.	District identification procedures are not described in writing nor are clearly understood by all students, staff and parents	Systematic and valid identification procedures are in place for <u>all</u> students	Current procedures need to be renewed and updated	Data clearly indicates procedures are valid and systematic for all students
Goals and Performance Measures	There are goals and performance measures.	Goals are not clearly defined in writing	Goals are being developed	Goals for existing program currently undergoing revision	Current goals are measurable and meet the needs of G/T students
Differentiated Program	There is a qualitatively differentiated program to meet G/T students' cognitive and affective needs.	No current written plan for use by staff	Program plans are under development	Program actions are not aligned with goals and need to be reviewed	Data on G/T student learning clearly indicates that program actions meet student needs
Staff Qualifications	The plan shall include qualifications of personnel administering the program.	No district qualifications for G/T staff exist nor does staff have G/T endorsement as required by 14.20(13)	Qualifications are defined in writing	Review of district staff qualifications is underway	Staff currently employed or hired to district meet qualifications and state endorsement requirements as required by 14.20(13)

Budget	There is a budget.	No budget for G/T district in writing	Budget is under development that demonstrates 25% district share for G/T program	Budget needs revision with change in funding pattern	Current budget clearly demonstrates specific support for G/T program including 25% district share for G/T program
In-service Design	There is an in-service design.	No current staff development activities address meeting G/T student needs	Plans for staff development activities for all staff are in process to be integrated into CSIP	Current staff development plans for G/T program need to be integrated into the Comprehensive School Improvement Plan	Current implementation of staff development plan meets student and staff needs for G/T programming
Review and Evaluation	Review and evaluation of gifted and talented programming.	No current evaluation process for G/T programming is implemented in school district	Evaluation process to determine effectiveness of programming are under development	Current efforts and data for evaluation are not used regularly for programming decisions and/or aligned with goals. Needs review	Data on G/T goals is continuously reviewed with systematic program evaluation on a regular basis