

# Gifted and Talented Program Evaluation Template for Large Districts

<u>Questions</u>	<u>Data Sources</u>	<u>Instrumentation</u>	<u>Process for Data Collection</u>	<u>Involved Persons</u>	<u>Timeline</u>	<u>Strategies</u>
<b>Question 1.</b> To what extent are the stated mission and goals of the gifted program fulfilled in their actual operation?	<ul style="list-style-type: none"> <li>✓ Questionnaires</li> <li>✓ Focus Group</li> <li>✓ Program Documents</li> <li>✓ Classroom Observation Data</li> </ul>	<ul style="list-style-type: none"> <li>✓ Questionnaire tailored to stakeholder group</li> <li>✓ Focus group protocol</li> <li>✓ Teacher Classroom Observation Instrument</li> <li>✓ District's demographics</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sampling plan for Questionnaires (1/3 of the elementary schools, 2 to 3 middles schools, 1 high school) over three years.</li> <li>✓ Elementary (year 1)</li> <li>✓ Middle School (year 2)</li> <li>✓ High School (year 3)</li> <li>✓ Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>✓ GT administrator</li> <li>✓ Building facilitators</li> </ul>	<ul style="list-style-type: none"> <li>✓ Over the course of three years</li> </ul>	<ul style="list-style-type: none"> <li>✓ Revisit mission and goals to identify outcomes</li> <li>✓ Follow sampling plan</li> <li>✓ Conduct focus groups by school across schools</li> <li>✓ Analyze program documents</li> </ul>
<b>Question 2.</b> To what extent is the gifted program meeting the needs of identified students as perceived by relevant groups?	<ul style="list-style-type: none"> <li>✓ Interviews</li> <li>✓ Questionnaires</li> <li>✓ Focus Group</li> <li>✓ Program Documents</li> <li>✓ Classroom Observation Data</li> <li>✓ Student pre-post assessments and/or student products (including AP/IB).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Questionnaire tailored to stakeholder group</li> <li>✓ Focus group protocol</li> <li>✓ Teacher Classroom Observation Instrument</li> <li>✓ District's demographics</li> </ul>	<ul style="list-style-type: none"> <li>✓ Distribute questionnaires according to sampling plan</li> <li>✓ Over three years</li> <li>✓ Elementary (year 1)</li> <li>✓ Middle School (year 2)</li> <li>✓ High School (year 3)</li> <li>✓ Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>✓ GT administrator</li> <li>✓ Principals</li> <li>✓ Building facilitators</li> </ul>	<ul style="list-style-type: none"> <li>✓ Over the course of three years</li> </ul>	<ul style="list-style-type: none"> <li>✓ Follow sampling plan</li> <li>✓ Conduct focus groups by school across schools</li> </ul>
<b>Question 3.</b> What evidence exists to document positive student performance trends for students participating in the gifted program?	<p>Possible data sources include:</p> <ul style="list-style-type: none"> <li>✓ AP/IB student outcome data (high school)</li> <li>✓ Classroom observation</li> <li>✓ Critical thinking (TCT)</li> <li>✓ ITBS Scores</li> <li>✓ End-of-Course exam scores (secondary) Pre/post curriculum rubric scores (elementary)</li> <li>✓ Independent studies and mentorship rubric ratings (secondary).</li> <li>✓ Regular teachers' differentiation checklists</li> <li>✓ Concurrent credit/dual enrollment credit</li> <li>✓ Pre-AP/IB (middle school)</li> <li>✓ 100% Matriculation into AP/IB coursework</li> <li>✓ Student portfolios</li> </ul>	<p>Possible instrumentation include:</p> <ul style="list-style-type: none"> <li>✓ AP/IB Test</li> <li>✓ Teacher Classroom Observation Instrument</li> <li>✓ William and Mary Test of Critical Thinking</li> <li>✓ Watson-Glaser Creativity Test</li> <li>✓ Torrance Creativity Test</li> <li>✓ ITBS</li> <li>✓ End-of-Course Exam</li> <li>✓ I.S. and Mentorships Rubric</li> <li>✓ Teachers' differentiation checklists</li> <li>✓ Grade in concurrent enrollment/ dual enrollment class.</li> <li>✓ Rubric to grade student products in Pre-AP,</li> </ul>	<ul style="list-style-type: none"> <li>✓ Collect annually</li> <li>✓ Administer across all relevant schools and grade levels</li> </ul>	<ul style="list-style-type: none"> <li>✓ GT administrator</li> <li>✓ Administrators in all relevant schools/ classrooms</li> <li>✓ Building facilitators</li> <li>✓ School counselor/test coordinator (to obtain standardized test results).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Collect all from schools annually except the Test of Critical Thinking (TCT).</li> <li>✓ Administer the TCT at the beginning of 3<sup>rd</sup> grade and the end of the 5<sup>th</sup> and 8<sup>th</sup> grades.</li> <li>✓ Administer the Watson-Glaser as a pre-test at the beginning of the 9<sup>th</sup> grade. Administer as a post-test at the end of the 10<sup>th</sup> grade.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Collect and assess data annually (except TCT).</li> <li>✓ Develop long and short goals based on outcomes.</li> </ul>

# Gifted and Talented Program Evaluation Template for Large Districts

		<ul style="list-style-type: none"> <li>Pre-IB and portfolios.</li> <li>✓ Off- grade level testing (e.g. ACT).</li> </ul>				
<p><b>Question 4:</b> What are the program strengths and weaknesses in relation to the state of the art or best practices in gifted education?</p>	<ul style="list-style-type: none"> <li>✓ NAGC compliance ratings (Takes a minimum of two people to complete)</li> </ul>	<ul style="list-style-type: none"> <li>✓ NAGC Program Standards</li> </ul>	<ul style="list-style-type: none"> <li>✓ Collaboratively assess and collect NAGC program compliance ratings from core group or 3-5 people per building or GT advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>✓ GT Administrator</li> <li>✓ GT advisory committee</li> <li>✓ Building facilitators</li> </ul>	<ul style="list-style-type: none"> <li>✓ Once every 3 years</li> </ul>	<p>Collaboratively assess program compliance with national program standards to build a profile of strengths and weaknesses and drive goal-setting. Reassess goal attainment once every 3 years.</p>
<p><b>Question 5:</b> What are the recommendations for program improvement or revision?            Note: on AP/IB Benchmarks, these short-term goals have been set:</p> <ol style="list-style-type: none"> <li>1. 100% of all identified GT students will take at least 1 AP or IB exam</li> <li>2. 50% of GT students in AP will score a 3 or higher.</li> <li>3. The number of low-income students in taking AP/IB or participating in gifted programs will increase by 10% annually.</li> </ol>	<p>Examine the following:</p> <ul style="list-style-type: none"> <li>✓ Survey responses</li> <li>✓ AP/IB test scores</li> <li>✓ Demographics of students participating in gifted programs, AP and IB.</li> <li>✓ NAGC compliance ratings</li> </ul>	<ul style="list-style-type: none"> <li>✓ Survey responses</li> <li>✓ AP/IB test</li> <li>✓ District demographics</li> <li>✓ NAGC program standards</li> </ul>	<ul style="list-style-type: none"> <li>✓ Collect survey responses</li> <li>✓ AP/IB standardized test scores on all GT students from all schools</li> <li>✓ Collaboratively assess and collect NAGC program compliance ratings from core group or 3-5 people per building or GT advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>✓ GT Administrator</li> <li>✓ GT advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>✓ All to be assessed annually except NAGC compliance ratings (every three years).</li> </ul>	<p>Develop a short-term and long-term strategic plan to address weaknesses and capitalize strengths.</p>

# Gifted and Talented Program Evaluation Template for Mid-Sized Districts

<u>Questions</u>	<u>Data Sources</u>	<u>Instrumentation</u>	<u>Process for Data Collection</u>	<u>Involved Persons</u>	<u>Timeline</u>	<u>Strategies</u>
<b>Question 1.</b> To what extent are the stated mission and goals of the gifted program fulfilled in their actual operation?	<ul style="list-style-type: none"> <li>✓ Questionnaires</li> <li>✓ Focus Group</li> <li>✓ Program Documents</li> <li>✓ Classroom Observation Data</li> </ul>	<ul style="list-style-type: none"> <li>✓ Questionnaire tailored to stakeholder group</li> <li>✓ Focus group protocol</li> <li>✓ Teacher Classroom Observation Instrument</li> <li>✓ District's demographics</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sampling plan for Questionnaires (1/2 of the elementary schools, 1 middle school, 1 high school) over three years.</li> <li>✓ Elementary (year 1)</li> <li>✓ Middle School (year 2)</li> <li>✓ High School (year 3)</li> <li>✓ Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>✓ GT administrator</li> <li>✓ Building facilitators</li> </ul>	<ul style="list-style-type: none"> <li>✓ Over the course of three years</li> </ul>	<ul style="list-style-type: none"> <li>✓ Revisit mission and goals to identify outcomes</li> <li>✓ Follow sampling plan</li> <li>✓ Analyze program documents</li> <li>✓ Conduct focus groups by school across schools</li> </ul>
<b>Question 2.</b> To what extent is the gifted program meeting the needs of identified students as perceived by relevant groups?	<ul style="list-style-type: none"> <li>✓ Interviews</li> <li>✓ Questionnaires</li> <li>✓ Focus Group</li> <li>✓ Program Documents</li> <li>✓ Classroom Observation Data</li> <li>✓ Student pre-post assessments and/or student products (including AP/IB).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Questionnaire tailored to stakeholder group</li> <li>✓ Focus group protocol</li> <li>✓ Teacher Classroom Observation Instrument</li> <li>✓ District's demographics</li> </ul>	<ul style="list-style-type: none"> <li>✓ Distribute questionnaires according to sampling plan</li> <li>✓ Over three years</li> <li>✓ Elementary (year 1)</li> <li>✓ Middle School (year 2)</li> <li>✓ High School (year 3)</li> <li>✓ Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>✓ GT administrator</li> <li>✓ Principals</li> <li>✓ Building facilitators</li> </ul>	<ul style="list-style-type: none"> <li>✓ Over the course of three years</li> </ul>	<ul style="list-style-type: none"> <li>✓ Follow sampling plan</li> <li>✓ Conduct focus groups by school across schools</li> </ul>
<b>Question 3.</b> What evidence exists to document positive student performance trends for students participating in the gifted program?	<p>Possible data sources include:</p> <ul style="list-style-type: none"> <li>✓ AP/IB student outcome data (high school)</li> <li>✓ Classroom observation</li> <li>✓ Critical thinking (TCT)</li> <li>✓ ITBS Scores</li> <li>✓ End-of-Course exam scores (secondary) Pre/post curriculum rubric scores (elementary)</li> <li>✓ Independent studies and mentorship rubric ratings (secondary).</li> <li>✓ Regular teachers' differentiation checklists</li> <li>✓ Concurrent credit/dual enrollment credit</li> <li>✓ Pre-AP/IB (middle school)</li> <li>✓ 100% Matriculation into AP/IB coursework</li> <li>✓ Student portfolios</li> </ul>	<p>Possible instrumentation include:</p> <ul style="list-style-type: none"> <li>✓ AP/IB Test</li> <li>✓ Teacher Classroom Observation Instrument</li> <li>✓ William and Mary Test of Critical Thinking</li> <li>✓ Watson-Glaser Creativity Test</li> <li>✓ Torrance Creativity Test</li> <li>✓ ITBS</li> <li>✓ End-of-Course Exam</li> <li>✓ I.S. and Mentorships Rubric</li> <li>✓ Teachers' differentiation checklists</li> <li>✓ Grade in concurrent enrollment/ dual enrollment class.</li> <li>✓ Rubric to grade student</li> </ul>	<ul style="list-style-type: none"> <li>✓ Collect annually</li> <li>✓ Administer across all relevant schools and grade levels</li> </ul>	<ul style="list-style-type: none"> <li>✓ GT administrator</li> <li>✓ Administrators in all relevant schools/ classrooms</li> <li>✓ Building facilitators</li> <li>✓ School counselor/test coordinator (to obtain standardized test results).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Collect all from schools annually except the Test of Critical Thinking (TCT).</li> <li>✓ Administer the TCT at the beginning of 3<sup>rd</sup> grade and the end of the 5<sup>th</sup> and 8<sup>th</sup> grades.</li> <li>✓ Administer the Watson-Glaser as a pre-test at the beginning of the 9<sup>th</sup> grade. Administer as a post-test at the end of the 10<sup>th</sup> grade.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Collect and assess data annually (except TCT).</li> <li>✓ Develop long and short goals based on outcomes.</li> </ul>

# Gifted and Talented Program Evaluation Template for Mid-Sized Districts

		products in Pre-AP, Pre-IB and portfolios. ✓ Off- grade level testing (e.g. ACT).				
<b>Question 4:</b> What are the program strengths and weaknesses in relation to the state of the art or best practices in gifted education?	✓ NAGC compliance ratings (Takes a minimum of two people to complete)	✓ NAGC Program Standards	✓ Collaboratively assess and collect NAGC program compliance ratings from core group or 3-5 people per building or GT advisory committee.	✓ GT Administrator ✓ GT advisory committee ✓ Building facilitators	✓ Once every 3 years	Collaboratively assess program compliance with national program standards to build a profile of strengths and weaknesses and drive goal-setting. Reassess goal attainment once every 3 years.
<b>Question 5:</b> What are the recommendations for program improvement or revision? Note: on AP/IB Benchmarks, these short-term goals have been set: 1. 100% of all identified GT students will take at least 1 AP or IB exam 2. 50% of GT students in AP will score a 3 or higher. 3. The number of low-income students in taking AP/IB or participating in gifted programs will increase by 10% annually.	Examine the following: ✓ Survey responses ✓ AP/IB test scores ✓ Demographics of students participating in gifted programs, AP and IB. ✓ NAGC compliance ratings	✓ Survey responses ✓ AP/IB test ✓ District demographics ✓ NAGC program standards	✓ Collect survey responses ✓ AP/IB standardized test scores on all GT students from all schools ✓ Collaboratively assess and collect NAGC program compliance ratings from core group or 3-5 people per building or GT advisory committee.	✓ GT Administrator ✓ GT advisory committee	✓ All to be assessed annually except NAGC compliance ratings (every three years).	Develop a short-term and long-term strategic plan to address weaknesses and capitalize strengths.

# Gifted and Talented Program Evaluation Template for Small Districts

<u>Questions</u>	<u>Data Sources</u>	<u>Instrumentation</u>	<u>Process for Data Collection</u>	<u>Involved Persons</u>	<u>Timeline</u>	<u>Strategies</u>
<b>Question 1.</b> To what extent are the stated mission and goals of the gifted program fulfilled in their actual operation?	<ul style="list-style-type: none"> <li>✓ Questionnaires</li> <li>✓ Focus Group</li> <li>✓ Program Documents</li> </ul>	<ul style="list-style-type: none"> <li>✓ Questionnaire tailored to stakeholder group</li> <li>✓ Focus group protocol</li> <li>✓ District's demographics</li> </ul>	<ul style="list-style-type: none"> <li>✓ Survey annually</li> <li>✓ Conduct focus group</li> <li>✓ Collect district's demographics annually</li> </ul>	<ul style="list-style-type: none"> <li>✓ GT administrator</li> </ul>	<ul style="list-style-type: none"> <li>✓ Conduct annually</li> </ul>	<ul style="list-style-type: none"> <li>✓ Revisit mission and goals to identify outcomes</li> <li>✓ Conduct focus groups by school across schools</li> <li>✓ Analyze program documents</li> </ul>
<b>Question 2.</b> To what extent is the gifted program meeting the needs of identified students as perceived by relevant groups?	<ul style="list-style-type: none"> <li>✓ Interviews</li> <li>✓ Questionnaires</li> <li>✓ Focus Group</li> <li>✓ Program Documents</li> <li>✓ Student pre-post assessments and/or student products (including AP/IB).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Questionnaire tailored to stakeholder group</li> <li>✓ Focus group protocol</li> <li>✓ District's demographics</li> </ul>	<ul style="list-style-type: none"> <li>✓ Distribute questionnaires annually</li> <li>✓ Conduct one focus group annually – target a different stakeholder group annually</li> </ul>	<ul style="list-style-type: none"> <li>✓ GT administrator</li> <li>✓ Principals</li> </ul>	<ul style="list-style-type: none"> <li>✓ Conduct annually</li> </ul>	<ul style="list-style-type: none"> <li>✓ Conduct focus group on targeted stakeholder group</li> <li>✓ Distribute questionnaires annually</li> </ul>
<b>Question 3.</b> What evidence exists to document positive student performance trends for students participating in the gifted program?	<p>Possible data sources include:</p> <ul style="list-style-type: none"> <li>✓ AP/IB student outcome data (high school)</li> <li>✓ Classroom observation</li> <li>✓ Critical thinking (TCT)</li> <li>✓ ITBS Scores</li> <li>✓ End-of-Course exam scores (secondary) Pre/post curriculum rubric scores (elementary)</li> <li>✓ Independent studies and mentorship rubric ratings (secondary).</li> <li>✓ Regular teachers' differentiation checklists</li> <li>✓ Concurrent credit/dual enrollment credit</li> <li>✓ Pre-AP/IB (middle school)</li> <li>✓ 100% Matriculation into AP/IB coursework</li> <li>✓ Student portfolios</li> </ul>	<p>Possible instrumentation include:</p> <ul style="list-style-type: none"> <li>✓ AP/IB Test</li> <li>✓ Teacher Classroom Observation Instrument</li> <li>✓ William and Mary Test of Critical Thinking</li> <li>✓ Watson-Glaser Creativity Test</li> <li>✓ ITBS</li> <li>✓ End-of-Course Exam</li> <li>✓ I.S. and Mentorships Rubric</li> <li>✓ Teachers' differentiation checklists</li> <li>✓ Grade in concurrent enrollment/ dual enrollment class.</li> <li>✓ Rubric to grade student products in Pre-AP, Pre-IB and portfolios.</li> <li>✓ Off- grade level testing (e.g. ACT).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Collect annually</li> <li>✓ Administer across all relevant schools and grade levels</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>GT administrator</i></li> <li>✓ <i>Administrators in all relevant schools/ classrooms</i></li> <li>✓ Building facilitators</li> <li>✓ School counselor/test coordinator (to obtain standardized test results).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Collect all from schools annually except the Test of Critical Thinking (TCT).</li> <li>✓ Administer the TCT at the beginning of 3<sup>rd</sup> grade and the end of the 5<sup>th</sup> and 8<sup>th</sup> grades.</li> <li>✓ Administer the Watson-Glaser as a pre-test at the beginning of the 9<sup>th</sup> grade. Administer as a post-test at the end of the 10<sup>th</sup> grade.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Collect and assess data annually (except TCT).</li> <li>✓ Develop long and short goals based on outcomes.</li> </ul>

# Gifted and Talented Program Evaluation Template for Small Districts

<p><b>Question 4:</b> What are the program strengths and weaknesses in relation to the state of the art or best practices in gifted education?</p>	<ul style="list-style-type: none"> <li>✓ NAGC compliance ratings (Takes a minimum of two people to complete)</li> </ul>	<ul style="list-style-type: none"> <li>✓ NAGC Program Standards</li> </ul>	<ul style="list-style-type: none"> <li>✓ Collaboratively assess (with GT advisory committee) program's compliance with the NAGC program standards</li> </ul>	<ul style="list-style-type: none"> <li>✓ GT Administrator</li> <li>✓ GT advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>✓ Once every 3 years</li> </ul>	<p>Collaboratively assess program compliance with national program standards to build a profile of strengths and weaknesses and drive goal-setting. Reassess goal attainment once every 3 years.</p>
<p><b>Question 5:</b> What are the recommendations for program improvement or revision?          Note: on AP/IB Benchmarks, these short-term goals have been set:</p> <ol style="list-style-type: none"> <li>1. 100% of all identified GT students will take at least 1 AP or IB exam</li> <li>2. 50% of GT students in AP will score a 3 or higher.</li> <li>3. The number of low-income students in taking AP/IB or participating in gifted programs will increase by 10% annually.</li> </ol>	<p>Examine the following:</p> <ul style="list-style-type: none"> <li>✓ Survey responses</li> <li>✓ AP/IB test scores</li> <li>✓ Demographics of students participating in gifted programs, AP and IB.</li> <li>✓ NAGC compliance ratings</li> </ul>	<ul style="list-style-type: none"> <li>✓ Survey responses</li> <li>✓ AP/IB test</li> <li>✓ District demographics</li> <li>✓ NAGC program standards</li> </ul>	<ul style="list-style-type: none"> <li>✓ Collect survey responses</li> <li>✓ AP/IB standardized test scores on all GT students from all schools</li> <li>✓ Collaboratively assess (with GT advisory committee) program's compliance with the NAGC program standards</li> </ul>	<ul style="list-style-type: none"> <li>✓ GT Administrator</li> <li>✓ GT advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>✓ All to be assessed annually except NAGC compliance ratings (every three years).</li> </ul>	<p>Develop a short-term and long-term strategic plan to address weaknesses and capitalize strengths.</p>