DOCUMENT RESUME

ED 303 950 EC 212 147

TITLE	A Guidebook for Evaluating Programs for the Gifted in Virginia School Divisions. A Cooperative Project.
INSTITUTION	Giles County Schools, Pearisburg, VA.; Montgomery County Public Schools, Rockville, Md.; Pulaski County Schools, VA.; Radford City Schools, Va.
SPONS AGENCY	Virginia State Dept. of Education, Richmond.
PUB DATE	Sep 88
NOTE	182p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Curriculum Evaluation; Data Analysis; *Data Collection; Educational Assessment; *Educational Planning; Elementary Secondary Education; *Gifted; *Program Evaluation; *Records (Forms)
IDENTIFIERS	*Virginia

ABSTRACT

This guidebook aims to provide clear, non-technical descriptions of procedures for evaluating the effectiveness of local gifted education programs in Virginia. The procedures were developed with both external and internal evaluations in mind. The evaluation process is described in four phases: planning, collecting the data, interpreting the data and reporting results, and implementing recommendations. The planning phase involves describing the program, determining general concerns, specifying evaluation questions, identifying sources of information to answer these questions and methods of collecting the information, and assigning time lines and responsibilities. For the data collection phase, the guidebook provides "master data collection instruments" with items indexed to specific evaluation questions so that schools can select those items relating to their specific evaluation plan. Procedures for using simple descriptive statistics to interpret the data are provided. A generalizable format for reporting the evaluation results is offered, along with general guidelines for facilitating the process of making program changes based on the evaluation results. Appendices contain program description forms; evaluation worksheets; and questionnaires for staff, principals, guidance counselors, classroom teachers, supervisory personnel, advisory committees, students, and parents. (JDD)

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A GUIDEBOOK FOR EVALUATING PROGRAMS FOR THE GIFTED IN VIRGINIA SCHOOL DIVISIONS

A Cooperative Project of

RADFORD CITY SCHOOLS
GILES COUNTY SCHOOLS
MONTGOMERY COUNTY SCHOOLS
PULASKI COUNTY SCHOOLS

SEPTEMBER 1988

This project was funded through
The Block Grant Competitive Project Program
Chapter 2 - Education Consolidation and Improvement Act
Virginia Department of Education

EC 212147

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Gifted Curriculum Project

Yvonne V. Thayer, Project Director
RADFORD CITY SCHOOLS
RADFORD, VA

The Gifted Curriculum Project is a three-phase effort to improve gifted education in the Radford City Schools and the Giles County Schools. The project began in the fall of 1983 and continued through the summer of 1988. Phase I of the project focused on developing a model for training elementary classroom teachers to serve gifted students in the regular classroom. Phase II of the project - CURRICULUM MODIFICATIONS FOR THE GIFTED IN THE ELEMENTARY SCHOOL - had as its purpose the development of a collection of lessons which elementary teachers could use as models in designing appropriate activities for gifted elementary students. The third phase of the Gifted Curriculum Project is this guide - A GUIDEBOOK FOR EVALUATING PROGRAMS FOR THE GIFTED IN VIRGINIA SCHOOL DIVISIONS. The purpose of this phase of the project was to develop an evaluation procedure which school divisions in Virginia could use to measure program effectiveness. The development of this manual is the result of collaboration among the Pulaski County and Montgomery County Schools as well as the Giles County and Radford City Schools.

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ACKNOWLEDGMENTS

This guidebook to evaluating program for the gifted is the product of many people. The authors would particularly like to thank Dr. Carolyn Callahan for reviewing a draft of this work and providing many recommendations for improvement. While whatever errors may remain are ours, we owe a debt to her thorough critique.

Appreciation is also given to Dr. Lynn Cole and the Maryland State Department of Education for permission to use their Criteria for Excellence: Gifted and Talented Program Guidelines and their resource book, Evaluating Gifted/Talented Programs, in the planning stages of developing this guidebook. Also, our thanks to Dr. Cole for her encouragement and many suggestions when we began this task.

The general evaluation model used in this guidebook is based on the Discrepancy Evaluation Model developed by Malcolm Provus. While this model is greatly simplified in our adaptation, a debt is owed to Diane Yavorsky for her explication of the model in Discrepancy Evaluation: A Practitioner's Guide.

Special thanks is given to the Chapter 2 Programs and the Programs for the Gifted offices within the Virginia Department of Education. Both recognized the need for this project and supported the funding of it. The Radford City Schools is especially grateful to Dr. Mary F. Lovern, who, prior to her retirement, was Associate Director of Research and Program Development at the Virginia DOE. Dr. Lovern showed great interest in all phases of the Gifted Curriculum Project. Without her support, this project would not have been possible.

Finally, the participants in this project express gratitude to the Radford City School Board for acting as fiscal agent of this regional effort. Cooperative projects are critical to program growth in rural areas such as Southwest Virginia, and we appreciate the encouragement to pursue ongoing regional activities.

A GUIDEBOOK FOR EVALUATING PROGRAMS FOR THE GIFTED IN VIRGINIA SCHOOL DIVISIONS

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A GUIDEBOOK FOR EVALUATING PROGRAMS FOR THE GIFTED IN VIRGINIA SCHOOL DIVISIONS

I. USING THIS GUIDEBOOK

THE PURPOSES OF THE GUIDEBOOK

This guidebook is intended to provide clear, non-technical descriptions of procedures for evaluating local programs for the gifted. It is designed for program coordinators and other administrators within Virginia school divisions who have the responsibility of planning and conducting evaluations of these programs. The guidebook provides step-by-step procedures for the evaluation process, from the first phases involving program description and identification of concerns through the final phases of report writing and implementation of evaluation findings. The materials also include instruments, worksheets, and other information needed to implement these evaluation procedures. While the guidebook was primarily designed for persons with limited experience in evaluating programs for the gifted, the resources should also be useful to persons with expertise in this area.

Evaluation is an essential part of any program for the gifted. As programs are planned and developed, it is important to assess the value of all program components: Are they well designed? Are they implemented as planned? Are they producing the desired results? Clear, reliable answers to these questions are needed to assure program quality and to assist local administrators in making programmatic decisions. For this reason, the major focus in the development of this guidebook was to provide information for local decision-makers. In addition to providing a resource for conducting evaluations, this guidebook is also intended to assist school divisions in developing the Evaluation section of their Local Plan for Education of the Gifted.

INTERNAL AND EXTERNAL EVALUATION

External evaluation, in which a team of persons outside the division gathers and interprets the information, provides many advantages to the program being evaluated and to the external team. It offers greater objectivity and different perspectives to the local program. It also provides some opportunities for the external team to observe different solutions to problems that they have encountered in their own programs, as well as opportunities to see some of the common problems from a different perspective. However, external evaluations are usually far more expensive and time consuming than internal evaluations generally cannot be conducted every year. Since evaluation needs to be an on-going process, it is necessary for divisions to use a combination of each -- regular internal evaluation with periodic external evaluation.

This guidebook has been developed with both formats in mind. In all phases in which the procedures would differ depending on the format, the distinctions are noted. However, in developing this guidebook, the practicality of procedures was a major consideration. Evaluations conducted completely by an external team are rarely practical for the locality being evaluated or for the external team. Therefore, the procedures for external evaluations presented in this guide are really a combination of internal and external formats.

THE EVALUATION PROCESS

The following is intended as an overview of the entire evaluation process as it is outlined in this guidebook. Although evaluation frequently connotes an elaborate process, which some view with reverence and others view with mistrust, it is essentially nothing more than systematic inquiry. One identifies general concerns about the program, translates these concerns into specific questions, systematically gathers information needed to answer these questions, interprets the information that is collected, and then frames recommendations related to the original concerns based on the findings. The process involves four phases: planning, collecting the data, interpreting the data and reporting results, and implementing recommendations.

Planning:

The planning phase is described in sections II, III, and IV of the guidebook. It involves describing the program, determining general concerns, specifying evaluation questions, identifying sources of information to answer these questions and methods of collecting the information, and assigning time lines and responsibilities. Without question, the planning phase is the most important. The product of this phase is an evaluation plan which serves as a blueprint for all subsequent phases.

Ideally, the planning phase is conducted in the spring. The resulting evaluation plan can then be used in the Evaluation section of the annual revision to the local plan. Furthermore, since this represents a large part of the entire evaluation task, that task is divided between two school years: One can enter the next academic year with a major portion of the evaluation work completed.

As outlined in this guidebook, the planning procedures are essentially the same whether a division is conducting an internal or an external evaluation. Some of the decisions made during the planning may differ, but the procedures are the same.

Collecting and Analyzing Data:

An essential component of data collection is the use of appropriate instruments. This represents one of the most difficult tasks for local evaluations. Developing instruments is time consuming and requires expertise; adopting instruments developed by other programs is rarely possible since each instrument's items depend on the program and the specific evaluation questions that are used. For this reason, the guidebook provides "master instruments" in the appendix. The items in each instrument are indexed to specific evaluation questions. After the evaluation questions and data collection methods have been determined in the planning phase, a division can select those items from the master instruments that relate to its specific evaluation plan.

Ideally, data collection would be conducted during the fall and winter of the school year so that results can be used in planning program changes for the next year. The specific responsibilities for data collection will, of course, differ depending on whether a division is conducting an internal or external evaluation. As outlined in this guidebook, the collection of survey data is always conducted by the locality and expert reviews are always conducted by someone outside the locality; responsibilities for interviews, document review, product and performance review, and observations will vary depending on the evaluation format selected. Guidelines and procedures for data collection are described in section V of this guidebook.

Summarizing data typically involves statistics. Because this guidebook is intended for those without extensive experience in program evaluation, the procedures for using statistics in interpreting data are limited to simple descriptive statistics. Although certain evaluation questions require more advanced statistics for interpreting information, many questions used in the evaluation of a program can be answered adequately by the careful use of descriptive statistics and content analysis. These procedures are also discussed in section V.

Interpreting Data and Reporting Results:

While there are many formats available for reporting the results of an evaluation, one generalizable format is described in this guidebook. This format is based on the perspective described above: that the evaluation is intended to provide information for local decision-makers. Reports used for other purposes may require a somewhat different format, but the information needed for the report should be essentially the same. Responsibilities for data interpretation and reporting will of course depend on whether the evaluation format is internal or external. Guidelines for both formats are given in section VI.

Implementing Recommendations:

The specific procedures for implementing the recommendations from an evaluation will vary from one division to another, and these will depend on the administrative routines within the division. However, in any division, it is important that the results of evaluations become a basis for program change and not be treated as an end in themselves. Therefore, although specific procedures cannot be listed, some general guidelines for facilitating this process are given at the end of section VI.

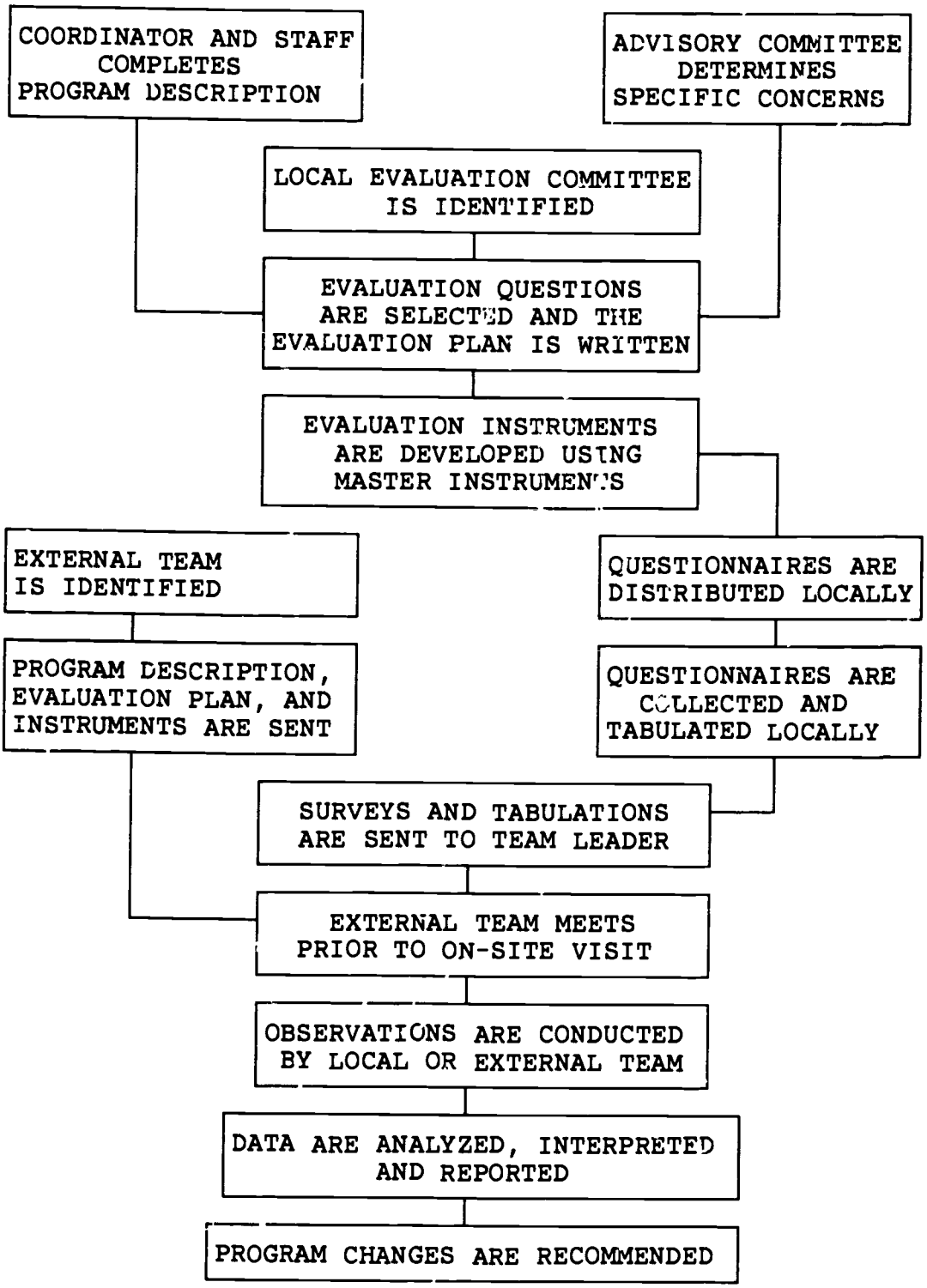
CUSTOMIZING PROCEDURES AND MATERIALS

Every attempt was made to provide a guidebook that is complete and useful to local administrators. However, it will be necessary at times to adapt some of the procedures and materials to meet local needs, to add some evaluation questions that are particular to the division, and, in some cases, to procure evaluation expertise from others. It is impossible to provide resources for every need which may arise. Some evaluation manuals describe procedures and offer materials which are so general that they provide little specific guidance to the locality. Other manuals specify every detail to the point that the evaluation does not respond to local needs. The developers of this guidebook tried to find a practical compromise between these two approaches.

SUMMARY OF THE EVALUATION PROCESS

The chart on the following page provides a summary of the steps in the evaluation process as described in this guidebook. Throughout the remainder of the guidebook, administrative notes are provided following the overview of each section. These notes describe the various tasks that must be completed to administer the evaluation.

SUMMARY OF THE EVALUATION PROCESS



II. PROGRAM DESCRIPTION

OVERVIEW

Program description is the first step in evaluation planning and serves three purposes: (1) to provide background information and a systematic depiction of the program so that evaluation questions can be well focused, (2) to provide essential information about the program to members of an external evaluation team, and (3) to provide an overview of the program that will assist readers of the evaluation report.

The procedures for program description outlined in the following section are intended to complement the information already contained in the Local Plan for Education of the Gifted. In some cases, information from the plan is merely summarized; in other cases, additional information is requested. The description consists of six forms.

1. IDENTIFICATION INFORMATION:

This provides a summary of areas in which students are identified and served in the local program by grade level. Although this information is given in the local plan, the summary is particularly useful in providing an overview of the program to others.

2. DELIVERY SYSTEMS:

This provides a summary of the types of program delivery systems used by identification area and grade level. Like the identification information, this summary is useful in providing an overview of the program to members of an external team and to persons within the locality who are not completely familiar with the program components.

3. PROGRAM STAFF:

This form is intended primarily to summarize the administrative and personnel resources of the program.

4. PROGRAM DEVELOPMENT:

This is designed to provide background information on two of the most important decisions affecting program development -- which areas of giftedness are served by the program and which delivery systems are used.

5. STRENGTHS AND CONCERNS:

This provides a means for the program coordinator and staff to articulate and communicate their views of the program's strengths and their areas of concern. This information is an essential part of the evaluation planning process and is also useful to members of an external team.

6. PROJECTED CHANGES:

This description of any major projected changes or areas of program expansion is useful in determining evaluation questions and provides useful information to others who are not familiar with the program.

7. PROGRAM GOALS AND OBJECTIVES:

This information is necessary for many of the evaluation questions related to program design and curriculum. It also gives the evaluation team a clearer understanding of the program.

As noted, the information in the program description is intended to complement the information contained in the local plan. Whenever an external evaluation format is used, members of the external team need to be provided with copies of the local plan as well as the program description forms included here.

ADMINISTRATIVE NOTES

At the beginning of the evaluation planning process, it is necessary to identify a local evaluation committee. This committee will be responsible for administering the evaluation of the program. If an external evaluation is conducted, the local committee will primarily be responsible for planning the evaluation, administering the collection of survey data, and providing a liaison for the external team. If an internal evaluation is conducted, the local committee will be responsible for administering the collection of all data, interpreting the information, and writing the evaluation report in addition to the evaluation planning responsibilities.

The most important considerations in identifying the local evaluation committee are:

1. The committee needs to be small. It is recommended that there be no more than six members. Large committees are not conducive to effective administration of a project.

2. The committee membership should represent a variety of roles within the system. For example, the committee may be composed of the program coordinator, a central office supervisor, a building principal, a teacher, and a guidance counselor.

3. All members of the committee should be very familiar with the program. Persons who have served on the local advisory committee or who have previously participated in the design of the program are generally more knowledgeable than others in the system.

It should be noted th.. although this committee has the responsibility for administering the evaluation, the committee does not have sole responsibility for the evaluation. In the planning stage, this evaluation committee will work with the local advisory committee and the program staff as described in the next section. In data collection, many responsibilities will be delegated to others within the system.

PROCEDURES

The program description is completed by the program coordinator with the assistance of the program staff. After completion, the program description is given to all members of the local evaluation committee along with copies of the Local Plan for Education of the Gifted. Directions for completing each part are given below and examples of completed forms are provided on the following pages. Blank forms which may be duplicated are provided in an appendix to this guidebook.

Identification:

This form summarizes the areas in which students are identified by grade level. The categories are based on the categories of the Virgin Plan for Education of the Gifted. An "Other" category is provided for divisions that identify students in any other area. If this category is used, it should be described at the bottom of the form. The following points should be kept in mind when completing this part of th program description:

* the form uses only two codes -- areas in which your program has identified students and areas in which your program has identification procedures but no identified students; the form does not request the number of students identified.

* carefully distinguish General Intellectual Ability from Specific Academic Ability; students are identified for Specific Academic Ability only if their area of specific ability (language or mathematics for example) is considered in the identification process. If the identification process makes no distinction between specific academic areas and is instead based on general academic ability, it should be listed as 'General Intellectual Ability'.

* the subcategories under Specific Academic Ability refer to language (LA), mathematics (M), science (SC), social studies (SS), and other (O). If the 'other' category is used, please describe it at the bottom of the form.

* the subcategories under Visual and Performing Arts refer to music (M), art (A), theater (T), dance (D), and other (O). If the 'other' category is used, please describe it at the bottom of the form.

The sample form on the following page provides an example. In this example, students in grades K-3 are identified for General Intellectual Ability and Specific Academic Ability in language and mathematics; students in grades 4-8 are identified for General Intellectual Ability, Specific Academic Ability in language and mathematics, and for ability within music and art; students in grades 9-12 are identified in these same areas plus the specific academic areas of science, social studies, and foreign language. Note that although there are identification procedures for general intellectual ability for students in kindergarten and identification procedures for students with ability in music and art at grades 4 and 5, there currently are no students identified.

Delivery Systems:

This form summarizes the delivery systems used to provide services to identified students. Note that the categories are the same as those used on the identification form, except that the Specific Academic and the Visual and Performing Arts categories are not broken down into subcategories. The following points should be kept in mind when completing this part of the program description:

* record only those delivery systems that are actually used to deliver services; do not include those that are listed in the local plan but are not currently used.

* for each area of services, it is possible that more than one delivery system is used; list all that apply

* if identified gifted students are grouped with other students of high ability, include this under Full Time Homogeneous Grouping (codes 1 and 2) even if some of the other students are not specifically identified as gifted.

* if identified students are homogeneously grouped for all academic subjects, list this as Full Time Homogeneous Grouping For All Subjects even if the students are heterogeneously grouped for non-academic subjects.

* include "cluster grouping" under Modifications Within Heterogeneously Grouped Classes

* if delivery systems are used which are not listed, please describe these systems at the bottom of the form.

PROGRAM DESCRIPTION
I. IDENTIFICATION

	GENERAL INTELLECT.	SPECIFIC ACADEMIC					VISUAL AND PERFORMING ARTS					PRACT. ARTS	PSYCHO-SOCIAL	CREATIVE/ PRODUCT
		LA	M	SC	SS	O	M	A	T	D	O			
K	2	1	1											
1	1	1	1											
2	1	1	1											
3	1	1	1											
4	1	1	1				2	2						
5	1	1	1				2	2						
6	1	1	1				1	1						
7	1	1	1				1	1						
8	1	1	1				1	1						
9	1	1	1	1	1	1	1	1						
10	1	1	1	1	1	1	1	1						
11	1	1	1	1	1	1	1	1						
12	1	1	1	1	1	1	1	1						

Codes:

1 = Have identified students

2 = Have identification procedures, but no students identified

If your system uses another category for identification at any grades, please describe:

Other specific academic ability: Foreign Languages

The sample form on the following page provides an example. In this example, students identified for General Intellectual Ability are served through modifications in heterogeneously grouped classes and resource room services in grades 1-6, and through modifications in heterogeneously grouped classes and after school programs in grades 7-12. Students identified for Specific Academic Abilities are served through modifications in heterogeneously grouped classes in grades K-6, and through modifications in heterogeneously grouped classes and full time homogeneous grouping for specific subjects in grades 7-12. Note that college courses are also provided these students in grades 11 and 12. Students identified in the Visual and Performing Arts are served through resource room services in grades 6-8 and through mentorships in grades 9-12.

Note that although there are identification procedures available in this division for General Intellectual Ability in kindergarten and identification procedures for Visual and Performing Arts in grades 4 and 5, no delivery systems are listed for these grades because no students are currently being served.

Program Staff:

This form is used to identify administrative and resource personnel working with the program. The first section requests information about the program coordinator. The coordinator's title given on the second line should be that person's formal title within the division. Note in the example that the program coordinator's title is Director of Special Education. The percentage of time should represent a realistic estimate of the average percentage of time given to the program across a school year, even though this figure may vary considerably from one month to another.

The second section requests information about full-time staff employed by the program. These may include resource personnel, psychologists, secretaries, and other full-time professionals. This should include full-time teachers of the gifted only if they were hired specifically to provide services for the program or report directly to the program coordinator. A teacher who has been assigned a self-contained class of identified students or a full-time teacher of honors classes typically would not be listed here.

The third section requests information on part-time persons employed by the program. These are listed by position, rather than by name. The position listed should describe both the area of services and the grade levels, if applicable. These may include resource personnel, psychologists, secretaries, building coordinators and other part-time personnel. As indicated under full-time staff, teachers of the gifted should be included only if they were hired specifically to provide services for the program or report directly to the program coordinator. If more than one person is employed in a position listed, the percentage

PROGRAM DESCRIPTION
II. DELIVERY SYSTEMS

	GENERAL INTELLECT.	SPECIFIC ACADEMIC	VISUAL AND PERFORMING ARTS	PRACT. ARTS	PSYCHO-SOCIAL	CREATIVE/ PRODUCT
K		3				
1	3,4	3				
2	3,4	3				
3	3,4	3				
4	3,4	3				
5	3,4	3				
6	3,4	3	4			
7	3,6	2,3	4			
8	3,6	2,3	4			
9	3,6	2,3	5			
10	3,6	2,3	5			
11	3,6	2,3,7	5			
12	3,6	2,3,7	5			

Codes:

1 = full time homogeneous grouping for all students
2 = full time homogeneous grouping only for specific subjects in which the student was identified
3 = modifications within heterogeneously grouped classes
4 = pull-out or resource room services
5 = mentorships
6 = after school and Saturday programs
7 = other*

* if another delivery system is used, please describe

Other specific academic ability: subsidy of college courses in grades 11 and 12

of time should represent the average percentage across persons employed. Thus, for example, if two persons are employed part-time as resource teachers for the arts program, one working two days per week and one working three days per week, the percentage of time should be listed as 50%. As noted for the program coordinator, these should be estimates across the school year.

The sample form on the following page provides an example. In this example, the program coordinator is the Director of Special Education with about thirty percent of her time given to program responsibilities. Full-time personnel employed by the program include five resource teachers -- three with responsibilities at the elementary level for the academic component, one with responsibilities at the secondary level for the academic component, and one with responsibilities for the Visual and Performing Arts program in grades 4-12. Part-time personnel include one secretary (50% time), one psychologist (25% time), and eight building coordinators (5% time).

Program Development:

This form is used to provide background information regarding the areas of giftedness served and the major delivery systems used by the program. In many cases, the rationale for choosing the areas of giftedness served is merely a consensus among the program developers that the area or areas selected represented those that were most important to the community. In some cases, however, the selection is based on special resources or a program already in existence when the program for gifted students was planned. Similarly, the choice of delivery systems is often based on what is most practical given the resources of the division. In other cases, however, the choice of delivery systems is based on special resources of the community or other local factors. It is important to note that the purpose of this section is not to justify the areas of giftedness served or the choice of delivery systems selected. Instead, it is intended to provide information particular to the division that may assist others in understanding the development of the program. An example of this form is given following the Program Staff Form.

Strengths and Concerns:

As noted, this form is designed to serve two functions. First, it is intended to direct the program coordinator and staff to think carefully about strengths of the program and their areas of concern. This information is important in developing evaluation questions. Second, it provides a means to communicate this assessment to others who are less familiar with the program. While all of the other program description forms are merely a documentation of existing information, this form should reflect careful deliberation. The coordinator should

PROGRAM DESCRIPTION
III. PROGRAM STAFF

A. PROGRAM COORDINATOR

Name: Dr. Jane Smith
Title: Director of Special Education
Address: Jefferson County Public Schools
City: Jefferson Zip: 20000 Phone: 703-333-2222

Percentage of time: 30%

B. PROGRAM STAFF: FULL-TIME

Name	Role	Level
Sam Jones	academic program resource teacher	K-6
Betty King	academic program resource teacher	K-6
Linda Turner	academic program resource teacher	K-6
Bill Roberts	academic program resource teacher	7-12
Joyce Price	arts program resource teacher	4-12

C. PROGRAM STAFF: PART-TIME

Position	Number	Perc. time
secretary	1	50%
psychologist	1	25%
building coordinator	8	5%

PROGRAM DESCRIPTION
IV. PROGRAM DEVELOPMENT

1. Briefly describe your program's rationale for choosing the particular areas of giftedness that are served.
(e.g. Why did your program choose to serve the intellectually gifted?)

Our program provides services for students in three areas: general intellectual ability, specific academic ability and the arts (music and art). Services for general intellectual ability were provided in our original program plan developed six years ago. As funding from the state increased and local support for the program grew, specific academic ability was added because of the belief of the local committee that the general intellectual program was not meeting the academic needs of many gifted students. The program for the arts was added last year because of strong parent support for this component.

2. Briefly describe your program's rationale for selecting the major program delivery systems that are used.
(e.g. Why did your program choose to use a pull-out system as one of its major delivery systems?)

Limited financial resources for the program, small classes in many of our schools, and a strong commitment to integrate services with the regular curriculum are the major reasons that modifications within the regular classroom is our primary delivery system. Resource room services are also used for the general intellectual component to provide more in-depth activities than can be provided in the regular classroom. Mentorships in the arts program were developed through parent support and reflect the many resources in the arts that are available in our community.

meet with members of the program staff who are most knowledgeable about the program to discuss this information. It should be noted that both questions on this form request the most important factors. All perceived strengths and all areas of concern should not be listed here -- just the major ones. An example of this form is given on the following page.

Projected Changes:

The purpose of this form is identify any major changes or areas of expansion planned for the program. Because this information will be used to identify evaluation questions and to describe the program to others, it is important that this information be limited to definite or likely changes. If changes are dependent on certain conditions, it is useful to identify what these conditions are. An example of this form is given on the page following the Strengths and Concerns form.

Program Goals and Objectives:

This form is used to clearly communicate the instructional goals and objectives of the program. Be sure to include only instructional goals and objectives; do not list process goals. For example, statements such as "The student will develop critical thinking skills" would constitute instructional goals. Statements such as "The student will develop the ability to evaluate the validity of arguments would constitute instructional objectives. Statements such as "The students will be given opportunities for field trips" are process objectives"; they describe activities that will be conducted rather than knowledge and skills that students will develop. Again, limit the list of goals and objectives to those that describe the intended knowledge and skills development through the program.

The form for listing goals and objectives should be completed according to the program area and grade levels to which the list applies. Thus, it will be necessary to complete separate forms for different program area and for different grade levels as the goals and objectives change. Program areas and grade levels that have the same goals and objectives can be included on the same form. If this information is available in the Local Plan or in other local documents, and is clearly listed by program area and grade levels, it should not be copied to the form included here. Rather, include copies of this information at the end of the program description information.

PROGRAM DESCRIPTION
V. STRENGTHS AND CONCERNS

1. Briefly describe those features that you feel are the greatest strengths of your program.

The major strengths of the program are:

1) the mentorships in music and art that are available at the high school level
2) the subsidy of college courses and the procedures for identifying students who qualify for these services
3) the integration of resource room activities with regular classroom activities in the elementary grades

2. Briefly describe your major areas of concern about your present program.

Our greatest concerns are:

1) the difficulty of providing differentiation at the high school level within the academic courses
2) the identification procedures at the primary level -- too many students are identified and do not succeed within the program
3) attitudes about the resource room need to be improved

PROGRAM DESCRIPTION
VI. PROJECTED CHANGES

Briefly describe any major changes or areas of expansion in your program that you foresee in the next three years.

The only significant program change planned is the possible expansion of the arts program to include theater and dance as well as music and art. A local committee is currently studying the possibilities for mentorships within the community for these areas. If mentorships are available, the programs will probably be approved.

PROGRAM DESCRIPTION
VII. GOALS AND OBJECTIVES

Program area: _____

Grade levels: _____

Please list the instructional goals and objectives for this program area at these grade levels.

III. EVALUATION QUESTIONS

OVERVIEW

The selection of evaluation questions is one of the most important parts of evaluation planning. These questions direct all subsequent phases of the process. The procedures described in this section divide the task of identifying evaluation questions into two steps. First, the local advisory committee, the program staff and others identify general concerns regarding the program. These general concerns are collected using a worksheet described in this section. Second, the local evaluation committee uses these lists of general concerns and a compendium of evaluation questions provided at the end of this section to select specific questions for the evaluation.

It should be noted in the discussion which follows that the term 'evaluation concerns' is not limited to perceived weaknesses or problems in the program. It also includes components which need to be evaluated because no one is sure whether they represent strengths or weaknesses. For example, if a major staff development program is planned around a new instructional design which will be implemented, that new instructional design may represent an evaluation concern. In this case, it is a concern because it is so important to program development that it needs to be assessed. In addition, evaluation concerns may include components which are perceived as strengths but their value needs to be documented. For example, a revised identification procedure may be perceived as a major accomplishment of the program, but the school board may want its effectiveness documented.

ADMINISTRATIVE NOTES

In this phase of the evaluation, the following tasks are typically assumed by the local evaluation committee:

1. The committee must decide from which sources the lists of evaluation concerns will be collected. In all cases, this should include the program staff and the local advisory committee. It may also include principals, school board members, and others within the division. However, the committee must be cautious not to make this too extensive. Since the local advisory committee should represent a variety of perspectives, the advisory committee and program staff should be able to provide a representative set of general concerns.

2. A designee from the local evaluation committee must administer and collect the worksheets.

3. The committee must review the concerns identified by the various sources in conjunction with the information on the Program Description in order to identify a limited set of major concerns.

4. The committee must select the specific evaluation questions which address the identified concerns.

THE EVALUATION CONCERNS WORKSHEET

The Evaluation Concerns Worksheet, shown on the following page, is completed by the program staff, the local advisory committee, and others decided on by the local evaluation committee. Ideally, the information is collected in group meetings since this is more efficient and provides persons with an opportunity to discuss their ideas. However, the worksheets should be completed individually rather than as a group -- group dynamics tend to mask the ideas of less vocal members. Directions to persons completing the worksheet should include:

1. Do not limit the concerns to perceived weaknesses or problems in the program. These should be included, but it is also important to include perceived strengths which need to be documented and major aspects of the program which have not been evaluated previously.

2. Limit the list to the major concerns that you believe need to be examined; do not try to include everything.

3. Be as specific as possible in describing the concerns.

4. In the first column, use the code numbers at the top of the page to indicate the program components to which the concern relates. Some concerns may relate to more than one component; if so, note all that apply.

5. The column for 'program area' refers to the area of giftedness such as the academic or the arts program; if the concern pertains to more than one area, note all of the areas to which it applies or simply write "all".

6. If the concern relates only to a set of grade levels (such as the primary grades), indicate which grades levels; if it relates to all grade levels, write "all".

After the worksheets have been collected from all sources, they must be reviewed by the committee. It is helpful to designate one person to summarize the information for the committee. This summary should list the concerns that were identified, grouping them so that related concerns are listed together and noting the frequency of each.

EVALUATION CONCERNS WORKSHEET

Please list any concerns regarding your program for gifted students. For each concern listed, please identify the program area (such as General Intellectual Ability, Specific Academic Ability, etc.), the grade levels and the program component to which the concern relates. Please use the following program components:

1 = identification and placement of students
2 = program design and curriculum
3 = personnel selection and staff development
4 = program administration and local support

An example is given on the first line.

Concern	Program Area	Component	Grade levels
inadequate instructional differentiation in regular classes	Specific Academic	2	9-12

When this information is reviewed by the local evaluation committee, a number of factors need to be considered in determining which concerns should be included in the evaluation. As already noted, the temptation to ask every evaluation question which arises should be avoided. If priorities are not established, the evaluation efforts will be diluted. The following considerations will assist the committee in determining which concerns are most important:

1. Which concerns are most frequently noted?

2. Which concerns were identified by the coordinator and staff on the Program Description?

3. Which concerns most affect other parts of the program?

4. Which concerns affect major new program developments?

5. Which concerns are most important to policy-making and funding groups?

SPECIFYING EVALUATION QUESTIONS

The major evaluation concerns identified by the committee provide the basis for selecting evaluation questions. The distinction between concerns and evaluation questions is primarily a difference in specificity. In many cases, the concerns will be stated in general terms, such as a concern about the adequacy of the identification process in the primary grades or a concern about the effectiveness of staff development related to instructional differentiation. The local evaluation committee needs to focus these concerns and identify specific evaluation questions. This is one of the major reasons that the committee needs to be composed of persons who are knowledgeable about the local program.

The Compendium of Evaluation Questions on the last pages of this section provides a list of the most common questions for program evaluation. It should be noted that these do not specify the program areas or grade levels. These should be incorporated into the questions as they relate to the identified local concerns. Thus, for example, the first evaluation question under Identification and Placement is, "Are referrals secured from multiple sources?" If the local concern regarding this relates only to the Visual and Performing Arts component in grades four through eight, this specification should be added: "Referrals for the Visual and Performing Arts program in grades four through eight are secured from multiple sources." This specificity will greatly assist the remainder of the evaluation planning process.

As in the identification of evaluation concerns, the local evaluation committee needs to be parsimonious in selecting evaluation questions. There is often a temptation to include a large number of them. The appropriate number of evaluation questions will of course depend on a number of factors including the amount of time which can be invested in the evaluation and the extent of information needed to answer the questions that are selected. Consequently, there is no magic number of questions. More important than the number of questions that are selected is an assessment of the importance of each question considered. If a question does not represent a major consideration, it should not be included.

EVALUATION QUESTIONS

Items with asterisks represent questions related to state regulations.

Identification and Placement

* 1. Are referrals secured from multiple sources?

* 2. Are multiple types of data collected for each student for use by the identification and placement committee?

* 3. Are multiple criteria used by the identification and placement committee in determining program eligibility for each nominee?

* 4. Has the stated policy for entry into and exit from the program, including appeals procedures, been communicated and implemented where appropriate?

* 5. Are records maintained according to "Management of Student Scholastic Records in Public Schools of Virginia"?

* 6. Are all testing and evaluative materials selected neither culturally nor racially discriminatory, sensitive to language differences, and validated for the specific purpose for which they are used?

* 7. Are all testing and evaluative materials administered and interpreted by trained personnel in conformance with the instructions by their producers?

8. Are identification procedures and criteria specific to the different types of giftedness being assessed and directly related to the specific program which is provided.

9. Is a broad-based screening of the total school population conducted to ensure that all potentially gifted students have an opportunity to be considered?

10. Are timelines for identification, placement, and appeals established and followed?

11. Are roles and responsibilities for those involved in identification and placement tasks established and followed?

12. Is identification an on-going process extending from school entry through all grades?

13. Are placement decisions clearly communicated to parents and school personnel?

14. Is the total identification and placement process implemented as described in the local plan?

EVALUATION QUESTIONS

Identification and Placement

15. Does identification information include both objective measures and informal assessments?

16. Is identification information used in making placement and instructional decisions?

17. Are identification procedures uniformly implemented throughout the system?

18. Are identification procedures efficient?

19. Are identification procedures effective?

EVALUATION QUESTIONS

Program Design and Curriculum

* 1. Is the program's philosophy regarding individualization, as articulated in the Local Plan, reflected in the implemented program?

* 2. Is the program's philosophy regarding differentiation, as articulated in the Local Plan, reflected in the implemented program?

* 3. Is the program's philosophy regarding continuity of services across grades K-12, as articulated in the Local Plan, reflected in the implemented program?

* 4. Does the implemented program serve students in kindergarten through grade 12?

* 5. Are the curriculum goals and objectives of the program, as articulated in the local plan, reflected in the implemented program?

6. Are the program delivery systems are appropriate to the areas of giftedness served?

7. Are the instructional goals clearly specified and appropriate to the areas of giftedness served?

8. Are teachers provided a framework for instruction consisting of guidelines for differentiation, curriculum guides, enrichment units, or similar documents?

9. Are the instructional methods used in the classroom appropriate for developing the curriculum goals?

10. Are the content and instructional resources used in the program appropriate for developing the curriculum goals?

11. Are student assignments and products appropriate for developing the curriculum goals?

12. Is the differentiated instruction for each area served sequential with articulation across grades.

13. Is the differentiated instruction for intellectually and academically gifted students integrated with the basic school curriculum?

14. Are equitable program services provided throughout the division?

EVALUATION QUESTIONS

Program Design and Curriculum

15. Are appropriate facilities and equipment available to meet the instructional goals?

16. Are teachers responsible for implementing the instructional program appropriately trained?

17. Is sufficient instructional time provided to meet the instructional goals?

18. Are the guidance and counseling needs of identified students being addressed?

19. Are resources beyond the school setting used to provide appropriate educational experiences?

20. Does the program have a positive impact on the total educational program of the school?

21. Is there evidence that instruction is effective in terms of the instructional goals?

EVALUATION QUESTIONS

Personnel Selection and Development

* 1. Have procedures for the selection of personnel serving identified students, as described in the Local Plan, been implemented?

* 2. Have procedures and goals for the training of instructional and guidance personnel, as described in the Local Plan, been implemented?

* 3. Have procedures and goals for the training of administrative and supervisory personnel, as described in the Local Plan, been implemented?

4. Are appropriate criteria established and used in selecting teachers who work with identified students?

5. Are personnel involved in the staff selection process adequately informed about the educational needs of the gifted?

6. Does the program coordinator have adequate time for performing responsibilities effectively?

7. Does staff development provide general knowledge about characteristics, needs, identification, instructional differentiation, and state regulations for serving gifted students?

8. Does staff development provide specific knowledge about the division's policies, procedures, and program design?

9. Does staff development provide specific training related to the particular responsibilities of each audience?

10. Is staff development on-going and congruent with the individual participant's level of expertise?

11. Is staff development based on the division's program design and goals?

12. Are attitudes regarding staff development positive?

13. Are procedures established for on-going internal evaluation of staff development activities?

EVALUATION QUESTIONS

Program Administration and Support

* 1. Does a local advisory committee, composed of parents, teachers, community members, and others, function to review the local plan annually and to advise the school board through the division superintendent on the educational needs of gifted students?

* 2. Are state funds administered by the Department of Education for the education of gifted students used to support only those activities identified in the school division's plan as approved by the Board of Education?

3. Is input from the local advisory committee used in the program development process?

4. Is input from administrators, teachers, the community, and the program staff used in guiding program development?

5. Are the roles and responsibilities of all personnel clearly delineated?

6. Does the program provide clear communication with school personnel regarding the long-term and short-term program goals?

7. Does the program provide clear communication with parents regarding the long-term and short-term program goals?

8. Does the program provide clear communication with school personnel regarding p ›gram procedures?

9. Does the program provide clear communication with parents regarding program procedures?

10. Does the program provide clear communication between parents and teachers regarding students' progress in the program?

11. Is local support for the program evidenced through local supplement to the budget for the program?

12. Do principals support program implementation within the school system's guidelines?

13. Is coordination between grades and schools provided to ensure continuity of programs as students progress?

14. Is there an effective and efficient process for the selection and purchase of instructional resources?

EVALUATION QUESTIONS

Program Administration and Support

15. Is a systematic plan for internal evaluation part of the program development process?

16. Are evaluation results communicated in a timely and meaningful way to program decision-makers and, as appropriate, to parents and the community?

17. Is there evidence of support for the program among teachers, parents, and students?

IV. PLANNING FOR DATA COLLECTION

OVERVIEW

Following the identification of evaluation questions, the evaluation plan is developed by specifying sources of information, data collection methods, responsibilities for the data collection, and timelines. An Evaluation Planning Chart is provided in this section of the guidebook which identifies appropriate sources and data collection methods for each of the evaluation questions listed in the previous section. An Evaluation Plan Worksheet is also provided as a format for writing the evaluation plan.

ADMINISTRATIVE NOTES

Although the completion of the evaluation plan should be the responsibility of the local evaluation committee, it is more practical to designate one person from the committee to prepare a draft for the entire committee to review. Another alternative is to divide the work among committee members by assigning sets of questions to various members. Whichever method is used, the entire committee should review the draft, make necessary changes, and approve the final version.

COMPLETING THE EVALUATION PLAN WORKSHEET

The Evaluation Plan Worksheet is completed by using the committee's list of evaluation questions in conjunction with the Evaluation Planning Chart provided at the end of this section. For each evaluation question listed in Section III, this chart provides a set of information sources and data collection methods.

It is not always necessary to use all of the information sources and data collection methods listed in the chart for a specific question. However, for each question there should be more than one source of information. Each information source may have its own perspective; if only one source is used, the data are limited to that one perspective. There should also be more than one type of data collection method employed. Each data collection method may have a bias due the very way that the information is collected. Thus, for example, information on referrals to the program may be obtained from principals, from the program staff, and from referral documents in the schools. While it may not be necessary to use all three sources, the use of only one could greatly reduce the generalizability of the information. For some evaluation questions, surveys and interviews provide the most appropriate means of data collection.

The first three columns of the Evaluation Plan Worksheet parallel the information provided in the Evaluation Planning Chart. The fourth column, labeled 'Responsibility', refers to the person or group responsible for data collection. If an external team is used in the evaluation, all interviews, observations, and document reviews should be assigned to this team. For both internal and external evaluations, the administration of surveys should be the responsibility of the locality being evaluated. The last column, 'Date', refers to the time when the instrument will be administered.

A sample page of an Evaluation Planning Worksheet is given on the following page. As noted previously, the evaluation plan developed by the committee serves not only as a guideline for conducting the evaluation, but also provides the information needed for the evaluation section of the division's local plan.

COMPLETING THE INSTRUMENT SUMMARY WORKSHEET

The Instrument Summary Worksheet is designed to assist in creating local instruments from the master instruments in the appendix. These master instruments were developed from the Evaluation Planning Chart. For example, the Evaluation Planning Chart lists three sources of information and data collection methods for evaluation question 1.1, "Referrals are secured from multiple sources." These include interviews of the program staff, surveys of principals, and document review. In the master instruments, the schedule for interviewing the program staff includes items related to this evaluation question. Similarly, the survey instrument for principals and the document review instrument also include items related to this question. Items on the master instruments are indexed to the evaluation question to which they relate. Thus, one would not use the entire interview schedule for program staff. Instead, one would use only those items that are indexed to the evaluation questions included in the local evaluation plan.

In completing this worksheet, the 'Instrument' column refers to the name of the instrument being used such as Principal Questionnaire or Document Review Instrument. The 'Items' column refers to the question numbers from the master instruments that are to be included on the local instrument. The 'Date' column refers to the date that the instrument will be used, as indicated on the Evaluation Plan Worksheet. After the Instrument Summary Worksheet is completed, the local instruments can easily be transcribed from the master instruments. A sample Instrument Summary Worksheet is given on the page following the Evaluation Planning Worksheet

Notes on Evaluating Outcomes

Evaluation considers many aspects of a program -- its design, its resources, its implementation, and its outcomes. The evaluation of program outcomes, such as the effectiveness of staff development and instructional effectiveness within the program, is certainly one of the most important. Respected designs, adequate resources, and careful implementation are all irrelevant if there are no meaningful outcomes.

The master instruments given in the appendix to this guidebook focus on the evaluation of program design, resources, and implementation; they do not include instruments for outcomes evaluation. The variability from one program to the next in terms of objectives, levels, and context is just too great to permit including all of the instruments that would be needed. In many cases valid outcomes instruments do not exist and have to be developed to the specifications of the program. However, since the evaluation of outcomes is too important to be ignored, the following recommendations are given to facilitate this process:

1. Existing product and performance rating scales, such as those developed by Renzulli, provide useful instruments for measuring many of the more complex objectives commonly included in programs for the gifted.

2. Locally developed product and performance rating scales can be created with the assistance of persons with expertise in the subject or skill area; however, very clear statements of instructional objectives are needed to develop valid instruments.

3. Most universities in the state have persons with measurement expertise who can assist localities in identifying or developing instruments to meet their specific objectives.

4. Test objectives and items from commercial measures of thinking skills should be reviewed carefully before they are used for evaluation.

5. The use of any outcomes measure requires some basis for comparison in order to interpret the results.

EVALUATION PLANNING WORKSHEET

EVALUATION QUESTION	SOURCES	DATA COLLECTION METHODS	RESPONSIBILITY	DATE

INSTRUMENT SUMMARY WORKSHEET

INSTRUMENT	ITEMS

EVALUATION PLANNING CHART

COMPONENT: IDENTIFICATION AND PLACEMENT

EVALUATION QUESTION	SOURCES	DATA COLLECTION
1.1 Are referrals secured from multiple sources?	Program staff Principals Teachers Program documents	Interview Survey & Interv Survey & Interv Doc. Review
1.2 Are multiple types of data collected for each student for use by the identification and placement committee?	Program staff Iden/Placement Com. Program documents	Interview Survey & Int. Doc. Review
1.3 Are multiple criteria used by the identification and placement committee in determining program eligibility for each nominee?	Program staff Iden/Placement Com.	Interview Survey & Int.
1.4 Has the stated policy for entry into and exit from the program, including appeals procedures, been communicated and implemented where appropriate?	Program staff Principals Program documents	Interview Survey & Int. Doc. Review
1.5 Are records maintained according to "Management of Student Scholastic Records in Public Schools of Virginia"?	Principals Program documents	Survey & Int. Doc. Review

EVALUATION PLANNING CHART

COMPONENT: IDENTIFICATION AND PLACEMENT

EVALUATION QUESTION	SOURCE	DATA COLLECTION
1.6 Are all testing and evaluative materials selected neither culturally nor racially discriminatory, sensitive to language differences, and validated for the specific purpose for which they are used?	Program documents Test manuals	Doc. Review Expert Rev.
1.7 Are all testing and evaluative materials administered and interpreted by trained personnel in conformance with the instructions by their producers?	Iden/Placement Com Program Doc.	Survey & Int. Doc. Review
1.8 Are identification procedures and criteria specific to the different types of giftedness being assessed and are directly related to the specific program which is provided?	Program staff Program documents	Interview Doc. Review Expert Rev.
1.9 Is a broad-based screening of the total school population conducted to ensure that all potentially gifted students have an opportunity to be considered?	Program staff Teachers	Interview Survey & Int.

EVALUATION PLANNING CHART

COMPONENT: IDENTIFICATION AND PLACEMENT

EVALUATION QUESTION	SOURCE	DATA COLLECTION
1.10 Are timelines for identification, placement, and appeals established and followed?	Program staff Program documents	Interview Doc. Review
1.11 Are roles and responsibilities for those involved in identification and placement tasks established and followed?	Principals Iden/Placement Com. Program documents	Survey & Int. Survey & Int. Doc. Review
1.12 Is identification an on-going process extending from school entry through all grades?	Principals Iden/Placement Com Program documents	Survey & Int. Survey & Int. Doc. Review
1.13 Are placement decisions clearly communicated to parents and school personnel?	Teachers Parents	Survey & Int. Survey & Int.
1.14 Is the total identification and placement process implemented as described in the local plan?	Program staff Iden/Placement Com. Program documents	Interview Survey & Int. Doc. Review
1.15 Does identification information include both objective measures and informal assessments?	Program staff Iden/Placement Com. Program documents	Interview Survey & Int. Doc. Review

EVALUATION PLANNING CHART

COMPONENT: IDENTIFICATION AND PLACEMENT

EVALUATION QUESTION	SOURCE	DATA COLLECTION
1.16 Is identification information used in making placement and instructional decisions?	Iden/Placement Com. Teachers	Survey & Int. Survey & Int.
1.17 Are identification procedures uniformly implemented throughout the system?	Program staff Principals Iden/Placement Com.	Interview Survey & Int. Survey & Int.
1.18 Are identification procedures efficient?	Iden/Placement Com. Program documents	Survey & Int. Doc. Review
1.19 Are identification procedures effective?	Program staff Teachers Program documents	Interview Survey & Int. Doc. Review

EVALUATION PLANNING CHART

COMPONENT: PROGRAM DESIGN AND CURRICULUM

EVALUATION QUESTION	SOURCE	DATA COLLECTION
2.1 Is the program's philosophy regarding individualization, as articulated in the Local Plan, reflected in the implemented program?	Program staff Teachers Students Instruction Program Doc.	Interview Survey & Int. Survey & Int. Rating scale Doc. Review
2.2 Is the program's philosophy regarding differentiation, as articulated in the Local Plan, reflected in the implemente[illegible] program?	Program staff Teachers Students Classroom Proc. Program Doc.	Interview Survey & Int. Survey & Int. Observation Doc. Review
2.3 Is the program's philosophy regarding continuity of services across grades K-12, as articulated in the Local Plan, reflected in the implemented program?	Program staff Principals Classroom Proc.	Interview Survey & Int. Observation
2.4 Does the implemented program serve students in kindergarten through grade 12?	Principals Students Program Doc.	Survey & Int. Survey & Int. Doc. Review
2.5 Are the curriculum goals and objectives of the program, as articulated in the local plan, reflected in the implemented program?	Program staff Teachers Classroom Proc. Program Doc.	Interviews Survey & Int. Observation Doc. Review

EVALUATION PLANNING CHART

COMPONENT: PROGRAM DESIGN AND CURRICULUM

EVALUATION QUESTION	SOURCE	DATA COLLECTION
2.6 Are the program delivery systems appropriate to the areas of giftedness served?	Program staff Program Doc.	Interview Doc. Review Expert Rev.
2.7 Are the instructional goals clearly specified and are appropriate to the areas of giftedness served?	Program staff Teachers Program Doc.	Interview Survey & Int. Doc. Review Expert Rev.
2.8 Are teachers provided a framework for instruction consisting of guidelines for differentiation, curriculum guides, enrichment units, or similar documents?	Program staff Teachers Program Doc.	Interview Survey & Int. Doc. Review
2.9 Are the instructional methods used in the classroom appropriate for developing the curriculum goals?	Teachers Classroom Proc.	Survey & Int. Observation
2.10 Are the content and instructional resources used in the program appropriate for developing the curriculum goals?	Program staff Teachers Program Doc.	Interviews Survey & Int. Doc. Review
2.11 Are student assignments and products appropriate for developing the curriculum goals?	Teachers Classroom Proc.	Survey & Int. Observation

EVALUATION PLANNING CHART

COMPONENT: PROGRAM DESIGN AND CURRICULUM

EVALUATION QUESTION	SOURCE	DATA COLLECTION
2.12 Is the differentiated instruction for each area served sequential with articulation across grades?	Program staff Program Doc.	Interview Doc. Review
2.13 Is the differentiated instruction for intellectually and academically gifted students integrated with the basic school curriculum?	Program staff Teachers	Interview Survey & Int.
2.14 Are equitable program services provided throughout the division?	Program staff Principals Advisory Com.	Interview Survey & Int. Survey & Int.
2.15 Are appropriate facilities and equipment available to meet the instructional goals?	Principals Teachers	Survey & Int. Survey & Int.
2.16 Are teachers responsible for implementing the instructional program appropriately trained?	Program staff Teachers	Interview Staff Dev Quest
2.17 Is sufficient instructional time provided to meet the instructionals goals?	Program staff Teachers Classroom Proc.	Interview Survey & Int. Survey & int. Observation

EVALUATION PLANNING CHART

COMPONENT: PROGRAM DESIGN AND CURRICULUM

EVALUATION QUESTION	SOURCE	DATA COLLECTION
2.18 Are the guidance and counseling needs of identified students being addressed?	Teachers Program Doc. Guidance Pers.	Interview Survey & Int. Doc. Review Interview
2.19 Are resources beyond the school setting used to provide appropriate educational experiences?	Teachers Students Parents Program Doc.	Survey & Int. Survey & Int. Survey & Int. Doc. Review
2.20 Does the program have a positive impact on the total educational program of the school?	Principals Teachers Students	Survey & Int. Survey & Int. Survey & Int.
2.21 Is there evidence that instruction is effective in terms of the instructional goals?	Instr Methods (see text, p.)	Rating Scale

EVALUATION PLANNING CHART

COMPONENT: PERSONNEL SELECTION AND STAFF DEVELOPMENT

EVALUATION QUESTION	SOURCE	DATA COLLECTION
3.1 Have procedures for the selection of personnel serving identified students, as described in the Local Plan, been implemented?	Supervisors Principals Program doc.	Survey & Int. Survey & Int. Doc. Review
3.2 Have procedures and goals for the training of instructional and guidance personnel, as described in the Local Plan, been implemented?	Program staff Teachers Guidance Pers. Program doc.	Interview Survey & Int. Survey & Int. Doc. Review
3.3 Have procedures and goals for the training of administrative and supervisory personnel, as described in the Local Plan, been implemented?	Principals Supervisors Program doc.	Survey & Int. Survey & Int. Doc. Review
3.4 Are appropriate criteria established and used in selecting teachers who work with identified students?	Supervisors Principals Teachers Program doc.	Survey & Int. Survey & Int. Doc. Review Expert Rev.
3.5 Are personnel involved in the staff selection process adequately informed about the educational needs of the gifted?	Supervisors Principals	Survey & Int.

EVALUATION PLANNING CHART

COMPONENT: PERSONNEL SELECTION AND STAFF DEVELOPMENT

EVALUATION QUESTION	SOURCE	DATA COLLECTION
3.6 Does the program coordinator have adequate time for performing responsibilities effectively?	Program staff Supervisors Program doc.	Interview Survey & Int. Doc. Review
3.7 Does staff development provide general knowledge about characteristics, needs, identification, instructional differentiation, and state regulations for serving gifted students?	Program staff Principals Teachers Guidance Pers. Supervisors Program doc.	Survey & Int. Staff Dev Quest Staff Dev Quest Staff Dev Quest Staff Dev Quest Doc. Review
3.8 Does staff development provide specific knowledge about the division's policies, procedures, and program design?	Program staff Principals Teachers Guidance pers. Supervisors Program doc.	Survey & Int. Staff Dev Quest Staff Dev Quest Staff Dev Quest Staff Dev Quest Doc. Review
3.9 Does staff development provide specific training related to the particular responsibilities of each audience?	Program staff Teachers Guidance Pers. Supervisors Program doc.	Interview Survey & Int. Survey & Int. Survey & Int. Doc. Review

EVALUATION PLANNING CHART

COMPONENT: PERSONNEL SELECTION AND STAFF DEVELOPMENT

EVALUATION QUESTION	SOURCE	DATA COLLECTION
3.10 Is staff development on-going and congruent with the individual participant's level of expertise?	Program staff Principals Teachers Guidance pers. Supervisors Program doc.	Interview Survey & Int. Survey & Int. Survey & Int. Survey & Int. Doc. Review
3.11 Is staff development based on the division's program design and goals?	Program staff Program doc.	Interview Doc. Review
3.12 Are attitudes regarding staff development positive?	Program staff Principals Teachers Guidance Pers. Supervisors	Interview Survey & Int. Survey & Int. Survey & Int. Survey & int.
3.13 Are procedures established for on-going internal evaluation of staff development activities?	Program staff Program doc.	Interview Doc. Review

EVALUATION PLANNING CHART

COMPONENT: PROGRAM ADMINISTRATION AND SUPPORT

EVALUATION QUESTION	SOURCE	DATA COLLECTION
4.1 Does a local advisory committee, composed of parents, techers, community members, and others, function to review the local plan annually and to advise the school board through the division superintendent on the educational needs of gifted students?	Advisory Com. Program Doc.	Survey & Int. Doc. Review
4.2 Are state funds administered by the Department of Education for the education of gifted students used to support only those activities identified in the school division's plan as approved by the Board of Education?	Program staff Program Doc.	Interview Doc. Review
4.3 Is input from the local advisory committee used in the program development process?	Program staff Advisory Com. Program Doc.	Interview Survey & Int. Doc. Review
4.4 Is input from administrators, teachers, the community, and the program staff used in guiding program development?	Program staff Principals Teachers	Interview Survey & int. Survey & int.
4.5 Are the roles and responsibilities of all personnel clearly delineated?	Program staff Principals Teachers Program Doc.	Interview Survey & int. Survey & Int. Doc. Review

EVALUATION PLANNING CHART

COMPONENT: PROGRAM ADMINISTRATION AND SUPPORT

EVALUATION QUESTION	SOURCE	DATA COLLECTION
4.6 Does the program provide clear communication with school personnel regarding the long-term and short-term program goals?	Principals Teachers Program Doc.	Survey & Int. Survey & int. Doc. Review
4.7 Does the program provide clear communication with parents regarding the long-term and short-term program goals?	Parents Program Doc.	Survey & Int. Doc. Review
4.8 Does the program provide clear communication with school personnel regarding program procedures?	Principals Teachers Program Doc.	Survey & Int. Survey & Int. Doc. Review
4.9 Does the program provide clear communication with parents regarding program procedures?	Parents Program Doc.	Survey & Int. Doc. Review
4.10 Does the program provide clear communication between parents and teachers regarding students' progress in the program?	Principals Teachers Parents Program Doc.	Survey & Int. Survey & Int. Survey & Int. Doc. Review
4.11 Is local support for the program evidenced through local supplement to the budget for the program?	Program staff Program Doc.	Interview Doc. Review

EVALUATION PLANNING CHART

COMPONENT: PROGRAM ADMINISTRATION AND SUPPORT

EVALUATION QUESTION	SOURCE	DATA COLLECTION
4.12 Do principals support program implementation within the school system's guidelines?	Program staff Principals	Interview Survey & Int.
4.13 Is coordination between grades and schools provided to ensure continuity of programs as students progress?	Program staff Principals Teachers Program Doc.	Interview Survey & Int. Survey & Int. Doc. Review
4.14 Is there an effective and efficient process for the selection and purchase of instructional resources?	Program staff Teachers	Interview Survey & Int.
4.15 Is a systematic plan for internal evaluation part of the program development process?	Program staff Program Doc.	Interview Doc. Review
4.16 Are evaluation results communicated in a timely and meaningful way to program decision-makers and, as appropriate, to parents and the community?	Program staff Advisory Com. Program Doc.	Interview Survey & Int. Doc. Review
4.17 Is there evidence of support for the program among teachers, parents, and students?	Teachers Principals Guidance pers. Parents Students	Survey & Int. Survey & Int. Survey & Int. Survey & Int. Survey & Int.

V. DATA COLLECTION AND ANALYSIS

OVERVIEW

The procedures for data collection will vary depending on whether the evaluation is conducted solely by the locality or by an external team. In either case, to reduce costs of the evaluation, survey data could be collected and tabulated by the locality. If an external team is used, that team needs to be identified well before the time designated for data collection. Copies of relevant documents need to be provided to the external team and an organizational meeting of this team needs to be conducted. All members of the data collection team need to be familiar with the instruments and procedures, and the responsibiiities need to be clearly designated.

The majority of the data can be analyzed descriptive statistics, tabulations, and content analysis. Most school divisions will have someone on their staff who is familiar with these basic statistics. However, if the school division does not have someone with this expertise or if additional techniques are required, the program should consult an evaluation research specialist from another school division or from a university.

ADMINIST. ATIVE NOTES

If an external evaluation team is to be used, cooperative arrangements should be made among divisions. As noted, external teams benefit not only the locality being evaluated, but also the divisions represented by the external team. Cooperative arrangements among four or five divisions that are close enough to keep travel to a minimum can greatly facilitate the evaluation process. As with the membership of the local evaluation committee, the external team should ideally represent a variety of roles -- principals, central office staff, guidance counselors, teachers, as well as the program coordinator and staff. A chairperson should be designated when the team is selected.

Copies of the program description forms, the local plan, the evaluation plan, instruments, and the results of surveys will need to be sent to members of this team. After these documents have been reviewed, the chairperson of the external team should arrange a team meeting so that responsibilities can be assigned and procedural questions can be answered. The procedures should include a specific agenda of all activities during the site visit.

If an internal evaluation format is used, the data collection would typically be conducted by members of the local evaluation team. Even in the case of internal evaluations, the survey data could be collected, tabulated and reviewed before other data are collected. The results of these surveys could then provide useful information to focus observations and interviews.

After the data are collected, responsibilities for data analysis need to be assigned to members of the evaluation team. In external evaluations, it will typically be impractical to analyze the data during the site visit. Time lines need to be set by the team, and a follow-up meeting needs to be scheduled for interpreting the results.

PROCEDURES FOR DATA COLLECTION

In the following, the most important considerations are listed for each type of data collection method. In all cases, it is essential that all members of the team understand the items on the instruments they are using and understand the information that is to be recorded.

Surveys:

Depending on the size of the group being surveyed, the questionnaires may be distributed to everyone in the group or to a sample. If samples are used, the sample should be selected randomly and the sample size should be large enough that statistics are not distorted by small numbers. At least twenty-five persons or twenty-five percent of the total group is recommended, whichever is larger. It is important that the surveys be completely anonymous. Clear directions must be provided regarding where and when to return the survey. If the survey is to be returned by mail, a stamped addressed envelope should be provided.

Interviews:

Because interviews are very time consuming, small samples are typically used rather than an entire group. In some cases, persons are selected for interview because of specialized knowledge that they have. In other cases, persons are selected as representatives of a group, such as interviews with representative principals. In the latter cases, the persons should be selected randomly. The interviews should be guided by the questions on the interview schedule, but follow-up questions should be used when pertinent information is available. Good notes along with questions to confirm what was heard ("I hear you saying ...") are essential to the interview process.

Document and Materials Review:

Document and materials reviews should be guided by specific questions on the instrument. If answers to these questions are based on particular parts of a document, the notes should include specific citations so that references can be made in the evaluation report if appropriate. In some cases, the review represents a sampling from a set such as in reviewing a sample of students' I.E.P.'s. In these cases, the basis for sampling and the number reviewed should be noted.

Classroom Observations:

Classroom observations should involve responses to the specific items on the observation instrument as well as open-ended notes. In all cases, judgments should be accompanied by explanations describing the basis for the judgment. For example, statements such as, "the teacher covered the material too quickly" are judgments and need additional information. Observations should be preceded or followed by a discussion with the teacher to obtain additional information about the session.

Expert Review and Product/Performance Review:

The most important factor in using these data collection methods is that the reviewer indeed has the expertise needed to complete the instruments. In both cases, the reviewer's expertise greatly affects the validity of the findings. In order to assure credibility and avoid any role-conflict issues, outside assistance should be sought.

DATA ANALYSIS

Data analysis is used to summarize the information collected. One must carefully distinguish between data analysis and data interpretation. The analysis should provide summaries without judgments, while interpretations require that judgments be made.

The majority of the data may be analyzed using a combination of descriptive statistics, tabulation, and content analysis. However, even for these relatively "low level" techniques, it is extremely important that the data analysis be done only by persons with training in statistics. If no one in the school division or on the external team has such expertise, outside consultants should be used.

VI. INTERPRETATION AND REPORTS

OVERVIEW

In interpreting the evaluation results, a number of factors must be considered including standards for interpretation, consistency of results across different sources and different data collection methods, the sample sizes and the potential biases of the persons making the interpretations. In reporting the results of the evaluation, factors such as clarity, completeness, and the different needs of different audiences must be considered.

ADMINISTRATIVE NOTES

Procedures for data interpretation and reporting will vary depending on whether the evaluation is conducted entirely by the locality or by an external team. As described in the following section, the selection of persons responsible for interpreting and reporting the results is a major consideration. To reduce bias and increase the credibility of the report, a team approach to data interpretation is recommended.

If the evaluation is conducted entirely by personnel from the locality, the team should consist of members from the program staff and members from outside the program. Interpretations made entirely by persons outside the program will reduce the credibility of results among the program staff and may impede any desired changes in the program. Furthermore, when the evaluation is conducted entirely by the locality, a thorough understanding of the issues needed to interpret the evaluation results is often limited to members of the program staff. Interpretations made entirely by persons within the program staff will reduce the credibility of results among other important audiences needed to effect changes. While a committee approach is not desirable, a small team representing different perspectives and different areas of expertise is needed. If the evaluation is conducted by an external group, a team approach is still desirable rather than assigning one person the task of interpreting the results. In either case, whether the evaluation is conducted locally or by an external group, at least one member of the team that is responsible for interpreting results should have some expertise in evaluation research.

The responsibility for writing the report needs to be given to one member of the team who can write clearly. If it is necessary to divide this task, different sections of the report can be assigned to different individuals.

GUIDELINES FOR INTERPRETING RESULTS

Many factors need to be considered in interpreting the results after the data have been analyzed. Four major considerations are described in this section: standards, consistency of results, the sample sizes, and the biases of the persons making the interpretations.

STANDARDS FOR INTERPRETATION

As noted earlier, the interpretation of the evaluation results is quite different from the analysis or summary of the results. The interpretation must go beyond the results of data analyses and compare those results to some standards. Such standards might be previous results for the locality, typical results for other similar programs, or some set of desired results.

For example, in reviewing the results of a question about parents' support for the program, one might find that 40 percent of the parents strongly support the program, 20 percent support it with some reservations, and 40 percent do not support it as it is currently implemented. How does one interpret such results? If previous data showed that two years ago only 10 percent of the parents strongly supported the program, such results would be encouraging even though there may be room for improvement.

If there were no previous data (as is frequently the case), one could compare these results to the results for other similar divisions. One might find, for example, that these are relatively good results when compared to the results for other localities. Unfortunately, such interpretations require a knowledge of what the norm is, and this information is generally not available. This is one more reason why the use of external teams is desirable: as localities participate in each other's evaluations, all benefit from a better understanding of what is typical.

Still another basis for interpretation is some desired result. For example, no matter what the norm is, it may be unacceptable to have 40 percent of parents not support the program. Such criterion referenced interpretations require some basis, however. The goal of having all parents support the program may sound good and it is certainly desirable, but it is probably not a reasonable basis for interpreting evaluation results. One must also consider what has happened previously and what the norm is. However, in the absence of the other information, one must set local standards of what is desirable.

In practice, one rarely uses just one standard for interpretation. To the extent that the necessary information is available, all three standards should be used. Thus, for example, one might interpret the results given above by noting that they represent an improvement over previous results, that they are relatively good compared to the results for other divisions, but that they are still not acceptable.

CONSISTENCY OF RESULTS

A second consideration in interpreting the results is the comparison of information from various sources. As noted earlier, data used to answer any evaluation question should come from more than one source. In interpreting the results, one needs to consider all the sources of information. When the results from various sources are consistent, one generally has a reasonable basis for a clear interpretation. However, when the results from various sources are not consistent, one must consider the probable reasons for such discrepancies. In doing so, it is usually necessary to look at the results for other evaluation questions. Thus, for example, consider the results that were just described related to parents' support for the program. The results of program observations by other professionals and expert reviews may indicate a well-designed, well-implemented program. However, results of document reviews, parent surveys and interviews with the program staff may indicate little communication with parents. In such a case, the results related to the lack of parent support may be more indicative of a need to improve communication with parents than of a need to change the program.

SAMPLE SIZES

Another major consideration in interpreting results is the total number of respondents and the proportion of respondents compared to the number surveyed. A low number of respondents creates a situation in which many summary statistics and other analyses are difficult to interpret or are just plain meaningless. For example, consider the situation in which responses were obtained from 8 out of 10 principals in a school division and 2 principals responded that the program has a very positive impact on the total educational program. While one can accurately say that 25 percent of the principals expressed that view, one must be careful when comparing it to any standard. Because of the low numbers, the difference between 25 percent and 50 percent is just two principals.

Similarly, the proportion of respondents should be considered before making any interpretations. In the example just given, 80 percent of the principals responded, which is a fairly good response rate. However, if there were 40 principals in the division and only eight responded, the poor response rate would make any results impossible to interpret. Even if all 8 who responded expressed the same view, one could not interpret the results -- there is always the possibility that only those who held that view responded to the survey. The problem of a small percentage of responses remains even if the actual number of respondents is fairly large. For example, if 500 parents are surveyed and 100 respond, the small percentage of responses makes it impossible to interpret results.

BIAS

Still another consideration in interpreting results is the problem of bias. Bias arises from many sources and occurs in many forms in an evaluation. Generally, data may be interpreted in many ways depending on one's assumptions and one's perspectives. The solution to this problem is not merely a matter of hiring someone who is not associated with the program and therefore is believed to be impartial; the problem is much more complex. An external evaluator who favors a program's philosophy is more likely to interpret its evaluation data favorably than one who does not support that particular philosophy.

Related to the problem of bias is the problem of credibility: those reading the evaluation results must believe that the interpretations are unbiased or the conclusions will not be given credence. While there is no way to completely overcome the problem of bias or to guarantee credibility, two procedures will lessen these problems. First, the data should be interpreted by more than one person. While a committee is certainly not recommended for this task, a small team consisting of persons with expertise in statistics and programs for the gifted is preferable to one person interpreting the data alone. For example, the team might consist of the locality's director of evaluation and two other persons who work with programs for the gifted in other divisions. Second, the results of data analyses should be reported along with the interpretations. In this way, those reading the reports can judge whether they consider the interpretations valid and can have the opportunity to make their own interpretations.

PROCEDURES FOR REPORTING RESULTS

The evaluation report is more than just a documentation of the evaluation procedures, results, and interpretations. It is the only means by which most persons will have access to the evaluation. It must communicate the information clearly and completely. If it is not clear or not complete,the efforts of the evaluation will probably have been wasted. Furthermore, when writing the report, one needs to recognize that it must serve the needs of multiple audiences. While there are a number of formats that can be used, the following guidelines are recommended:

1. The report should be organized around the evaluation questions. An evaluation is essentially an inquiry focusing on a set of questions; the results are more easily read if the original questions are stated and addressed one by one.

2. For each question, the results of data analysis should be reported before they are interpreted. As noted in the previous section, this allows the reader to interpret the results independently. Moreover, it shows the basis of the interpretations given in the report.

3. The answers to the evaluation questions should be given clearly and should be based only on the data presented. If data from other evaluation questions are relevant, they should be cited.

4. Major conclusions should be presented by noting particular strengths of the program and by noting recommendations for improvement. Typically an evaluation will address many questions. In the end the program decision makers need to know what the major strengths are so that these practices are continued and what the major weaknesses are so that these practices can be improved.

5. Evaluation procedures should be described and copies of the evaluation instruments should be included. The description of procedures should note the personnel involved in the evaluation, the means by which evaluation questions were identified, the time lines for data collection, the sources of information, the sampling procedures, the response rate for surveys, and the procedures for analyzing and interpreting data.

6. A brief summary of the findings should be given either at the beginning of the report or as a separate document. This provides information which is easily accessible to those who will not read the entire report.

A sample outline of an evaluation report is given on the following page with notes regarding the content of each section.

Sample Outline of an Evaluation Report

Title page
(Name of local school division, date of report, members of the evaluation team)

Table of contents

Summary
(Synopsis of evaluation procedures, major findings, identification of strengths and recommendations)

Procedures
(In-depth description of evaluation procedures; citations of commercial instruments used in the evaluation)

Results and Interpretations
(For each evaluation question, a statement of the question, a summary of the data analysis results, and an interpretation of the results to answer the question)

Program Strengths and Recommendations
(Identification of major strengths and major recommendations for program improvement)

Appendix of Instruments
(Copies of locally developed instruments used in the evaluation including those developed from the master instruments in this evaluation guide)

APPENDICES

APPENDIX A

PROGRAM DESCRIPTION FORMS

PROGRAM DESCRIPTION
I. IDENTIFICATION

	GENERAL INTELLECT.	SPECIFIC ACADEMIC					VISUAL AND PERFORMING ARTS					PRACT. ARTS	PSYCHO-SOCIAL	CREATIVE/ PRODUCT
		LA	M	SC	SS	O	M	A	T	D	O			
K														
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														

Codes:

1 = Have identified students

2 = Have identification procedures, but no students identified

If your system uses another category for identification at any grades, please describe:

PROGRAM DESCRIPTION
II. DELIVERY SYSTEMS

	GENERAL INTELLECT.	SPECIFIC ACADEMIC	VISUAL AND PERFORMING ARTS	PRACT. ARTS	PSYCHO-SOCIAL	CREATIVE/ PRODUCT
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Codes:

1 = full time homogeneous grouping for all students
2 = full time homogeneous grouping only for specific subjects in which the student was identified
3 = modifications within heterogeneously grouped classes
4 = pull-out or resource room services
5 = mentorships
6 = after school and Saturday programs
7 = other*

* if another delivery system is used, please describe

PROGRAM DESCRIPTION
III. PROGRAM STAFF

A. PROGRAM COORDINATOR

Name: _____
Title: _____
Address: _____
City: _____ Zip: _____ Phone: _____

Percentage of time: _____

B. PROGRAM STAFF: FULL-TIME

Name	Role	Level

C. PROGRAM STAFF: PART-TIME

Position	Number	Perc. time

PROGRAM DESCRIPTION
IV. PROGRAM DEVELOPMENT

1. Briefly describe your program's rationale for choosing the particular areas of giftedness that are served.
(e.g. Why did your program choose to serve the intellectually gifted?)

2. Briefly describe your program's rationale for selecting the major program delivery systems that are used.
(e.g. Why did your program choose to use a pull-out system as one of its major delivery systems?)

PROGRAM DESCRIPTION
V. STRENGTHS AND CONCERNS

1. Briefly describe those features that you feel are the greatest strengths of your program.

2. Briefly describe your major areas of concern about your present program.

PROGRAM DESCRIPTION
VI. PROJECTED CHANGES

Briefly describe any major changes or areas of expansion in your program that you foresee in the next three years.

PROGRAM DESCRIPTION
VII. GOALS AND OBJECTIVES

Program area: _____

Grade levels: _____

Please list the instructional goals and objectives for this program area at these grade levels.

APPENDIX B

EVALUATION WORKSHEETS

EVALUATION CONCERNS WORKSHEET

Please list any concerns regarding your program for gifted students. For each concern listed, please identify the program area (such as General Intellectual Ability, Specific Academic Ability, etc.), the grade levels and the program component to which the concern relates. Please use the following program components:

1 = identification and placement of students
2 = program design and curriculum
3 = personnel selection and staff development
4 = program administration and local support

An example is given on the first line.

Concern	Program Area	Component	Grade levels
inadequate instructional differentiation in regular classes	Specific Academic	2	9-12

EVALUATION PLANNING WORKSHEET

EVALUATION QUESTION	SOURCES	DATA COLLECTION METHODS	RESPONSIBILITY	DATE

INSTRUMENT SUMMARY WORKSHEET

INSTRUMENT	ITEMS

APPENDIX C

MASTER INSTRUMENTS

APPENDIX C-1
GIFTED PROGRAM STAFF QUESTIONNAIRE

GIFTED PROGRAM STAFF QUESTIONNAIRE

COMPONENT: IDENTIFICATION AND PLACEMENT

1.1 Concerning referrals of students considered for the program,

___ referrals are actively sought from many sources.

___ referrals are actively sought from teachers, but accepted from other sources, such as parents and administrators.

___ referrals are accepted from many sources, but not requested from any.

___ only one source of referrals is accepted.

1.2 Concerning multiple types of data (eg. ability measures, achievement measures, rating scales) collected for each student,

___ multiple types of data are collected on all students screened.

___ multiple types of data are collected for most students.

___ multiple types of data are collected for a few students.

___ a single type of data is collected for every student.

1.2 The variety and amount of data collected on each student and its use as a basis for a decision by the committee,

___ is adequate for making a defensible decision.

___ is adequate for making a decision in most cases.

___ is inadequate for making a decision in most cases.

___ is inadequate for making a decision in all cases.

1.3 Concerning the actual use of multiple criteria by the committee in determining program eligibility and placement,

___ multiple criteria are considered in all cases.

___ multiple criteria are considered in most cases.

___ a single criterion is the basis for most decisions.

___ a single criterion is the basis for all decisions.

1.4 Policies on entry into and exit from the program, have been actively communicated to appropriate audiences (i.e. teachers, administrators, parents, etc.).

___ have been made available for review by appropriate audiences.

___ have not been made available to appropriate audiences.

___ are not clearly stated or do not exist.

1.8 The selection instruments and criteria for different areas of giftedness,

___ are specific to each area of giftedness served.

___ are somewhat specific to areas served, but should be improved.

___ are the same for all areas of giftedness served.

___ are not the same as those listed in the local plan.

1.9 A broad-based screening of the entire school population to identify students who may need the services of the program

___ is regularly conducted.

___ is regularly conducted at some grade levels.

___ is occasionally conducted.

___ is rarely or never conducted.

1.10 Concerning timelines for identification, placement and appeals procedures,

___ efficient and effective timelines are established and followed.

___ timelines being followed are somewhat efficient and effective, but should be improved.

___ timelines being followed are inefficient.

___ timelines have not been established and/or followed.

1.14 The overall identification and placement process,

___ is fully implemented as described in the Local Plan.

___ is implemented as described in the Local Plan, with minor revisions.

___ is only partially implemented as described in the Local Plan.

___ is not implemented as described in the Local Plan.

1.15 Concerning the use of both objective measures and informal assessments in the identification process,

___ the process uses an appropriate balance of both types of information.

___ the process uses both types of information, but the balance should be improved.

___ the process uses only one type of information in some areas of giftedness being served.

___ the total process uses only one type of information.

1.17 Concerning consistency with which identification procedures are implemented throughout the division,

___ all schools follow uniform procedures for their appropriate grade levels.

___ procedures are somewhat uniform from school to school, but consistency should be improved.

___ procedures vary frequently among schools serving the same grade levels.

___ no uniformity exists among the schools serving the same grade levels.

1.19 Concerning the effectiveness of identification procedures in identifying gifted students, the procedures as implemented seem to

___ consistently identify students who are gifted

___ identify most students who are gifted, but improvement is needed

___ identify many students who are not gifted and fail to identify many students who are gifted

___ consistently identify students who are not gifted and fail to identify students who are gifted

COMPONENT: PROGRAM DESIGN AND CURRICULUM

2.1 The program's philosophy of individualization, as stated in the Local Plan,

___ is reflected in the total program.

___ is reflected in most aspects of the program.

___ is somewhat apparent, but implementation should be improved.

___ is not reflected in the implemented program.

2.2 The program's philosophy of differentiation, as stated in the Local Plan,

___ is reflected in the total program.

___ is reflected in most aspects of the program.

___ is somewhat apparent, but implementation should be improved.

___ is not reflected in the implemented program.

2.3 Continuity of services across grades K-12, as described in the Local Plan,

___ is reflected in the total program.

___ is reflected in most aspects of the program.

___ is somewhat apparent, but implementation should be improved.

___ is not reflected in the implemented program.

2.5 The curriculum goals and objectives, as stated in the Local Plan,

___ are reflected in the total program.

___ are reflected in most aspects of the program.

___ are somewhat apparent, but implementation should be improved.

___ are not reflected in the implemented program.

2.6 The program delivery systems implemented

___ are appropriate for all areas of giftedness being served.

___ are somewhat appropriate for areas of giftedness being served.

___ are inappropriate for some areas of giftedness being served.

___ are inappropriate for all areas of giftedness being served.

2.7 Instructional goals for the area(s) of giftedness being served,

___ are clearly stated and appropriate to each area served.

___ are clearly stated and somewhat appropriate, but should be improved.

___ are inappropriate for some areas being served.

___ are not clearly stated or are inappropriate for all areas.

2.8 A framework for instruction, consisting of guidelines for differentiation, curriculum guides, enrichment units or similar documents,

___ is adequate and available to all teachers of gifted students.

___ is available, but needs minor revisions.

___ is available, but needs major revisions.

___ is not available.

2.10 Curricular content used in classrooms and program services,

___ is consistently appropriate for developing the curriculum goals.

___ is usually appropriate for developing the curriculum goals.

___ is seldom appropriate for developing the curriculum goals.

___ is consistently inappropriate for developing the curriculum goals.

2.10 Instructional resources used in classrooms and program services,

___ are consistently appropriate for developing the curriculum goals.

___ are usually appropriate for developing the curriculum goals.

___ are seldom appropriate for developing the curriculum goals.

___ are consistently inappropriate for developing the curriculum goals.

2.12 The differentiated instructional activities for identified students

___ provide sequential development of skills across all grade levels served by the program.

___ provide sequential development of skills across most grade levels served by the program.

___ provide sequential development of skill across only some grade levels.

___ are not sequenced across grade levels.

2.13 The differentiated instructional activities for intellectually and academically gifted students

___ are integrated with the basic school curriculum at all grade levels served by the program.

___ are integrated with the basic school curriculum at most grade levels served by the program.

___ are integrated with the basic school curriculum at only a few grade levels.

___ are not integrated with the basic school curriculum.

2.14 Program services provided throughout the school division,

___ are the same or equitable among schools with similar grade levels.

___ are mostly equitable among schools with similar grade levels.

___ are somewhat inequitable, with some schools receiving greater degree of service.

___ are consistently inequitable.

2.16 Concerning the teachers who implement the instructional program,

___ all teachers have received adequate training.

___ most teachers have received adequate training.

___ some teachers have received adequate training.

___ virtually none of these teachers have received adequate training.

2.17 Instructional time provided in classrooms and program services,

___ is sufficient to meet the instructional goals.

___ is somewhat adequate to meet the instructional goals.

___ is seldom adequate to meet the instructional goals.

___ is insufficient to meet the instructional goals.

COMPONENT: PERSONNEL SELECTION AND DEVELOPMENT

3.2 Procedures and goals for the training of instructional and guidance personnel, as described in the Local Plan,

___ have been fully implemented.

___ have been partially implemented.

___ have been implemented with minor revisions.

___ have not been implemented.

3.6 The Program Coordinator

___ has adequate time for performing responsibilities effectively

___ has somewhat limited time for performing responsibilities effectively, but needs more.

___ does not have adequate time to perform responsibilities.

3.7 Concerning knowledge about characteristics, needs, identification, instructional differentiation, and state regulations for serving gifted students, the staff development activities,

___ have provided sufficient knowledge in all of these areas.

___ have provided sufficient knowledge in most of these areas.

___ have provided insufficient knowledge in most of these areas.

___ have not addressed any of these areas.

3.8 Concerning knowledge of the school division's policies, procedures and program design, staff development activities,

___ have provided sufficient knowledge in all of these areas.

___ have provided sufficient knowledge in most of these areas.

___ have provided insufficient knowledge in most of these areas.

___ have not addressed any of these areas.

3.9 Your specific responsibilities as program staff

___ have been clearly communicated to you.

___ have been somewhat communicated to you.

___ are somewhat unclear.

___ have never been communicated to you.

3.10 Staff development opportunities provided

___ have addressed participants' varying levels of prior training and expertise

___ have addressed a limited range of prior training and expertise.

___ have addressed only introductory or only advanced levels.

3.11 Overall, staff development opportunities

___ are appropriate to the program's design and goals.

___ are somewhat appropriate to the program's design and goals.

___ are seldom appropriate to the program's design and goals.

___ are never appropriate to the program's design and goals.

3.12 Overall, staff development opportunities

___ have been very effective.

___ have been primarily effective.

___ have been primarily ineffective.

___ have been very ineffective.

3.13 Procedures for internal evaluation of staff development activities

___ are established, fully implemented and effective.

___ are established, partially implemented and effective.

___ are established, implemented and ineffective.

___ are not established or implemented.

COMPONENT: PROGRAM ADMINISTRATION AND SUPPORT

4.2 State funds for the education of gifted students

___ are used to support only those activities identified in the Local Plan.

___ are used primarily to support those activities identified in the Local Plan, with minor exceptions.

___ are used somewhat to support those activities identified in the Local Plan, with major exceptions.

___ are not used to support activities identified in the Local Plan.

4.3 Input from the local advisory committee is

___ used extensively in the program development process.

___ used somewhat in the program development process.
seldom used in the program development process.

___ never used in the program development process.

4.4 Input from the program staff is

___ used extensively in the program development process.

___ used somewhat in the program development process.
seldom used in the program development process.

___ never used in the program development process.

4.5 As program staff, your role in the gifted program

___ has been clearly defined.

___ has been somewhat defined.

___ has been somewhat unclear.

___ has never been defined or communicated.

4.11 The local division's supplement to the overall program budget is

___ adequate for the needs of the program.

___ somewhat adequate for the needs of the program, but should be improved.

___ mostly inadequate to meet program needs.

___ vastly inadequate to meet program needs.

4.12 Concerning principals' support in implementing the program in their schools,

___ most principals have been highly supportive.

___ most principals have been somewhat supportive.

___ principals have seldom been supportive.

___ principals have rarely been supportive.

4.13 Coordination among grade levels and schools to ensure continuity of programs as students progress

___ has been fully and effectively developed.

___ has been somewhat effective, but should be improved.

___ has seldom been effective.

___ has not been developed.

4.14 A process for the selection and purchase of instructional resources

___ has been fully and effectively developed.

___ has been somewhat effective, but should be improved.

___ has seldom been effective.

___ has not been developed.

4.15 A systematic plan for internal evaluation

___ has been fully and effectively developed.

___ has been somewhat effective, but should be improved.

___ has seldom been effective.

___ has not been developed.

4.16 Results from previous evaluation efforts

___ always have been communicated to me in a timely and meaningful way.

___ usually have been communicated to me in a timely and meaningful way.

___ seldom have been communicated to me

___ never have been communicated to me

APPENDIX C-2
PRINCIPAL'S QUESTIONNAIRE

PRINCIPAL'S QUESTIONNAIRE

COMPONENT: IDENTIFICATION AND PLACEMENT

1.1 Concerning referrals of students to be considered for the program

___ referrals are actively sought from many persons

___ referrals are actively sought from teachers; they are accepted from other persons but not actively sought

___ referrals are accepted from many sources, but not requested from any

___ only one source of referral is accepted

1.4 Policies on entry into and exit from the program

___ have been communicated to teachers, administrators, and parents through meetings and written communication

___ have been communicated to teachers and administrators, but not to parents

___ are available on request, but have not been communicated are not clearly stated or do not exist

1.5 Concerning the maintenance of student records according to the "Management of Student Records in Public Schools of Virginia"

___ appropriate Category II files are maintained for all identified gifted students

___ appropriate Category II files are maintained for most identified gifted students, but not all

___ appropriate Category II files are maintained for only a few of the identified gifted students

___ Category II files are not kept for gifted students

1.11 The principal's role and responsibilities in identification and placement of gifted students

___ are clearly established and followed in our system

___ are clearly established but not always followed as outlined in the local plan

___ are not clear

___ are not established

1.12 Considering the identification process in you system,

___ the process actively searches for students at all grade levels, from school entry through high school

___ the process actively searches for students after kindergarten through high school

___ the process actively searches for students after the primary grades through high school

___ the process actively searches for students only at a few target grade levels each year

1.17 Concerning the consistency of the identification procedures throughout the system

___ all schools follow uniform procedures for their grade levels

___ procedures are somewhat consistent from school to school, but could be more consistent

___ procedures vary frequently among schools serving the same grade levels

___ no uniformity exists among schools serving the same grade levels

COMPONENT: PROGRAM DESIGN AND CURRICULUM

2.3 Continuity of services across grades K-12, as described in the local plan,

___ is reflected in the total program

___ is reflected in most aspects of the program

___ needs to be greatly improved

_ is not reflected in the program at all

2.4 The implemented program provides services to

___ students in kindergarten through grade 12

___ students in grades 1 though 12

___ students after the primary grades through grade 12

___ only in a few grade levels

2.14 Program services throughout the school division

___ are the same among schools with the same grades

___ are equitable among schools with the same grades, although the specific services may vary

___ are often not equitable among schools with the same grades

___ are generally inequitable among schools with the same grades

2.15 Facilities and equipment available to meet the programs instructional goals

___ are fully adequate

___ are generally adequate, but could be improved

___ are frequently not adequate

___ are consistently inadequate

2.20 Overall, the program's impact on the total educational program in the schools has been

___ very positive

___ generally positive

___ nonexistent

___ negative

COMPONENT: PERSONNEL SELECTION AND DEVELOPMENT

3.1 Procedures for selecting teachers and other personnel to serve gifted students

___ have been clearly outlined and implemented

___ have been clearly outlined but at times are not implemented as planned

___ are not clear

___ do not exist

3.2 Training for principals, administrators and supervisory personnel to implement the local plan for the program

___ has been consistently provided

___ has been provided, but some more is needed

___ has been provided, but much more is needed

___ has not been provided

3.4 Criteria for selecting teachers who work with identified students

___ are established and are used consistently

___ are established and are generally followed

___ are established but are frequently not followed

___ are not established

3.5 Considering the personnel involved in the program staff selection process

___ they are all well informed about the educational needs of the gifted

___ most are well informed about the educational needs of the gifted

___ some are well informed about the educational needs of the gifted

___ none are well informed about the educational needs of the gifted

PRINCIPAL'S QUESTIONNAIRE

COMPONENT: PROGRAM ADMINISTRATION AND SUPPORT

4.4 Input from principals and other administrators

___ is actively sought and used in the program development process

___ is provided only through administrative representatives on the program's advisory committee and other occasional sources of input

___ is seldom used in the program development process

___ is never considered in the program development process

4.5 The principal's role in the overall program

___ is clearly defined and communicated to principals

___ is somewhat defined, but could be much more clear

___ is not very clear

___ has not been defined or communicated

4.6 The program's long-term and short-term goals

___ have been clearly communicated to principals

___ have been communicated to principals, but not clearly

___ are available to principals, but there has been no effort to communicate them

___ do not exist as far as I know

4.8 Those program procedures which principals need to know to implement the program in their school

___ have been clearly communicated to principals

___ have been communicated to principals, but not clearly

___ are available to principals, but there has been no effort to communicate them

___ do not exist as far as I know

4.10 Concerning communication between parents and teachers regarding students' progress in the program,

___ communication is consistently provided

___ communication is often provided, but needs to be improved

___ communication is seldom provided

___ communication is never provided

4.12 Concerning principals' support in implementing the program in their schools,

___ most principals have been highly supportive.

___ most principals have been somewhat supportive.

___ principals have seldom been supportive.

___ principals have rarely been supportive.

4.13 Coordination between grade levels and schools to assure the continuity of program services for students

___ has been effectively provided

___ has been provided but needs some improvements

___ has been provided but needs many improvements

___ has not been provided

4.17 Concerning your support for the program as a principal

___ I strongly support the program

___ I support the program with some reservations

___ I support the idea of the program, but have many reservations about its implementation in our system

___ I do not support the idea of a program for gifted students

APPENDIX C-3
GUIDANCE COUNSELORS' QUESTIONNAIRE

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GUIDANCE COUNSELORS' QUESTIONNAIRE

COMPONENT: PROGRAM DESIGN AND CURRICULUM

2.18 The guidance and counseling needs of gifted students

___ are consistently addressed by the program

___ are generally addressed by the program

___ are seldom addressed by the program

___ are never addressed by the program

COMPONENT: PERSONNEL SELECTION AND DEVELOPMENT

3.2 Training for guidance personnel to meet the needs of gifted students

___ has been consistently provided

___ has been provided, but some more is needed

___ has been provided, but much more is needed

___ has not been provided

3.7 Information regarding the characteristics, needs, identification, services, and state regulations regarding gifted students

___ has been adequately provided through local staff development

___ has been provided in most of these areas

___ has been provided in some of these areas

___ has not been provided

3.8 Information regarding the school division's policies, procedures, and program design

___ has been adequately provided through local staff development

___ has been provided, but some more is needed

___ has been provided, but much more is needed

___ has not been provided

3.9 The specific responsibilities of guidance counselors regarding the program

___ have been clearly communicated

___ have been communicated, but they are somewhat unclear

___ have been communicated in part, but they are very unclear

___ have never been communicated to guidance counselors

3.10 Staff development opportunities

___ adequately provide for different levels of prior training among the staff

___ to some extent provide for different levels of prior training among the staff

___ seldom provide for different levels of prior training among the staff

___ provide only for those with no prior training

3.12 Overall, the staff development opportunities

___ have been very effective

___ have generally been effective

___ have only occasionally been effective

___ have generally been ineffective or non-existent

4.17 Concerning your support for the program as a guidance counselor,

___ I strongly support the program

___ I support the program with some reservations

___ I support the idea of the program, but have many reservations about its implementation in our system

___ I do not support the idea of a program for gifted students

APPENDIX C-4

IDENTIFICATION/PLACEMENT COMMITTEE QUESTIONNAIRE

IDENTIFICATION/PLACEMENT COMMITTEE QUESTIONNAIRE

COMPONENT: IDENTIFICATION AND PLACEMENT

1.2 Concerning multiple types of data (e.g. ability measures, achievement measures, rating scales) collected for each student,

___ multiple types of data are collected on all students screened.

___ multiple types of data are collected for most students.

___ multiple types of data are collected for a few students.

___ a single type of data is collected for every student.

1.2 The variety and amount of data collected on each student and its use as a basis for a decision by the committee,

___ is adequate for making a defensible decision.

___ is adequate for making a decision in most cases.

___ is inadequate for making a decision in most cases.

___ is inadequate for making a decision in all cases.

1.3 Concerning the actual use of multiple criteria by the committee in determining program eligibility and placement,

___ multiple criteria are appropriately considered in all cases.

___ multiple criteria are considered in most cases.

___ a single criterion is the basis for most decisions.

___ a single criterion is the basis for all decisions.

1.7 Concerning the administration and interpretation of testing and evaluative materials by trained personnel in conformance with the producers' instructions,

___ all testing and evaluative materials are appropriately administered and interpreted, to my knowledge.

___ some testing and evaluative materials are improperly administered and/or interpreted.

1.11 My role and responsibilities in identification and placement as a member of the Identification/Placement committee

___ are clearly established and followed.

___ are established, but not followed.

___ are somewhat unclear.

___ are not established.

1.12 Concerning the on-going nature of the identification process,

___ the process actively identifies students from school entry through all grade levels.

___ the process identifies students at most grade levels.

___ the process targets only a few grade levels each year.

___ the process is active at only one grade level.

1.15 Concerning the use of both objective measures and informal assessments in the identification process,

___ the process uses an appropriate balance of both types of information.

___ the process uses both types of information, but the balance should be improved.

___ the process uses only one type of information in some areas of giftedness being served.

___ the total process uses only one type of information.

1.16 Information from the identification process

___ is always used in making instructional decisions.

___ is usually used in making instructional decisions.

___ is seldom used in making instructional decisions.

___ is never used in making instructional decisions.

1.17 Concerni. onsistency with which identification procedures are imple. ed throughout the division,

___ all schools follow uniform procedures for their appropriate grade levels.

___ procedures are somewhat uniform from school to school, but consistency should be improved.

___ procedures vary frequently among schools serving the same grade levels.

___ no uniformity exists among the schools serving the same grade levels.

1.18 The number of students identified when compared to the number of students screened

___ seems reasonable and appropriate in all cases.

___ is somewhat reasonable, but should be improved.

___ is somewhat unreasonable, with too many students being screened.

___ is totally unreasonable, with far too many students being screened in comparison with the number identified

APPENDIX C-5
CLASSROOM TEACHERS' QUESTIONNAIRE

CLASSROOM TEACHERS' QUESTIONNAIRE

COMPONENT: IDENTIFICATION AND PLACEMENT

1.1 Concerning referrals of students to be considered for the program

____ referrals are requested from teachers on a regular basis, and teachers are encouraged to make nominations at any time

____ referrals are requested from teachers, but teachers are not encouraged to make nominations at other times

____ referrals are rarely requested from teachers

____ referrals are never requested from teachers

1.9 A search for nominations of students who have not been identified but who may benefit from program services

____ is regularly conducted by the program

____ is conducted at certain grades

____ is occasionally conducted by the program

____ has never been conducted to my knowledge

1.I3 Placement decisions for gifted students

____ are always clearly communicated to appropriate teachers

____ are usually clearly communicated to appropriate teachers

____ are seldom clearly communicated to appropriate teachers

____ are never clearly communicated to appropriate teachers

1.I6 Information from the identification process

____ is regularly used in making instructional decisions regarding students in the program

____ is usually used in making instructional decisions regarding students in the program

____ is seldom used in making instructional decisions regarding students in the program

____ is never used in making instructional decisions regarding students in the program

1.19 Concerning the effectiveness of the identification procedures used in the program, they

__ __ consistently identify students who are gifted

____ identify most students who are gifted, but improvement is needed

____ identify many students who are not gifted and fail to identify many students who are gifted

____ consistently identify students who are not gifted and fail to identify students who are gifted

CLASSROOM TEACHERS' QUESTIONNAIRE

COMPONENT: PROGRAM DESIGN AND CHARACTERISTICS

2.1 The program's philosophy of meeting individual needs, as stated in the local plan,

____ is reflected in the total program

____ is reflected in most aspects of the program

____ is reflected only in some aspects of the program

____ is not reflected in the program as it is implemented

2.2 The program's philosophy of differentiation, as stated in the Local Plan,

____ is reflected in the total program.

____ is reflected in most aspects of the program.

____ is somewhat apparent, but implementation should be improved.

____ is not reflected in the implemented program.

2.5 The curriculum goals and objectives, as stated in the Local Plan,

____ are reflected in the total program.

____ are reflected in most aspects of the program.

____ are somewhat apparent, but implementation should be improved

____ are not reflected in the implemented program.

2.7 Instructional goals for the area(s) of giftedness being served

____ are clearly stated and appropriate to each area served.

____ are clearly stated and somewhat appropriate, but should be improved.

____ are inappropriate for some areas being served.

____ are not clearly stated or are inappropriate for all areas.

2.8 A framework for instruction, consisting of guidelines for differentiation, curriculum guides, enrichment units or similar documents,

____ is adequate and available to all teachers of gifted students

____ is available, but needs minor revisions

____ is available, but needs major revisions

____ is not available

2.9 Instructional methods used with gifted students in classrooms

____ are consistently appropriate for developing the curriculum goals of the program.

____ are usually appropriate for developing for developing the curriculum goals

____ are seldom appropriate for developing the curriculum goals

____ are never appropriate for developing the curriculum goals

2.10 Curricular content used in classrooms and program services

____ is consistently appropriate for developing the curriculum goals

____ is usually appropriate for developing the curriculum goals

____ is seldom appropriate for developing the curriculum goals

____ is consistently inappropriate for developing the curriculum goals

2.10 Instructional resources used in classrooms and program services

____ are consistently appropriate for developing the curriculum goals

____ are usually appropriate for developing the curriculum goals

____ are seldom appropriate for developing the curriculum goals

____ are consistently inappropriate for developing the curriculum goals

2.11 Gifted students' assignments and products

____ are consistently appropriate for developing the curriculum goals

____ are usually appropriate for developing the curriculum goals

____ are seldom appropriate for developing the curriculum goals

____ are consistently inappropriate for developing the curriculum goals

2.15 Facilities and equipment available to meet the gifted program's instructional goals

____ are fully adequate to meet the goals

____ are usually adequate to meet the goals

____ are seldom adequate to meet the goals

____ are consistently inadequate to meet the instructional goals

2.17 Instructional time provided in classrooms and program services

____ is sufficient to meet the instructional goals

____ is somewhat adequate to meet the instructional goals

____ is seldom adequate to meet the instructional goals

____ is insufficient to meet the instructional goals

2.18 The guidance and counseling needs of gifted students

____ are consistently addressed by the program

____ are usually addressed by the program

____ are seldom addressed by the program

____ are never addressed by the program

2.19 Resources beyond the school setting (such as resource people, field trips, materials)

____ often are used throughout the program to provide appropriate educational experiences

____ occasionally are used throughout the program to provide appropriate educational experiences

____ are used only in certain aspects of the program

____ are never used to provide appropriate educational experiences

2.20 Overall, the gifted program's impact on the total educational program of the school has been

____ a very positive impact

____ a somewhat positive impact

____ very little impact

____ a negative impact

COMPONENT: PERSONNEL SELECTION AND DEVELOPMENT

3.2 Procedures and goals for the training of instructional and guidance personnel, as described in the Local Plan,

____ have been fully implemented

____ have been implemented with minor revisions

____ have been partially implemented

____ have not been implemented

3.4 Criteria for selecting teachers who work with identified students

____ are established, appropriate and used consistently

____ are established and appropriate, but not used consistently

____ are not established

____ are inappropriate

3.7 Concerning knowledge about characteristics, needs, identification, instructional differentiation, and state regulations for serving gifted students, the staff development activities

____ have provided sufficient knowledge in all of these areas

____ have provided sufficient knowledge in most of these areas

____ have not provided sufficient knowledge in most of these areas

____ have not addressed any of these areas

3.8 Concerning knowledge of the school division's policies, procedures and program design, staff development activities

____ have provided sufficient knowledge in all of these areas

____ have provided sufficient knowledge in most of these areas

____ have not provided sufficient knowledge in most of these areas

____ have not addressed any of these areas

3.9 Your specific responsibilities as program staff

____ have been clearly communicated to your

____ have been somewhat communicated to you

____ are somewhat unclear

____ have never been communicated to you

3.10 Staff development opportunities provided

____ have addressed participants' varying levels of prior training and expertise

____ have addressed a limited range of prior training and expertise

____ have addressed only introductory or only advanced levels

3.12 Overall, staff development opportunities

____ have been very effective

____ have been primarily effective

____ have been primarily ineffective

____ have been very ineffective

CLASSROOM TEACHERS' QUESTIONNAIRE

COMPONENT: PROGRAM ADMINISTRATION AND SUPPORT

4.4 Input from teachers is

____ used extensively in the program development process
____ used somewhat in the program development process
____ seldom used in the program development process
____ never used in the program development process

4.5 As a teacher, your role in the gifted program

____ has been clearly defined
____ has been somewhat defined
____ has been somewhat unclear
____ has never been defined or communicated

4.6 The program's long-term and short-term goals

____ have been clearly communicated to me
____ have been somewhat communicated to me
____ are somewhat unclear to me
____ have never been communicated to me

4.8 The program's procedures

____ have been clearly communicated to me
____ have been somewhat communicated to me
____ are somewhat unclear to me
____ have never been communicated to me

4.10 Concerning communication between parents and teachers regarding students' progress in the gifted program,

____ communication is consistently clear
____ communication is often clear, with some improvements needed
____ communication is seldom clear
____ communication is never clear

4.13 Coordination among grade levels and schools to ensure continuity of programs as students progress

____ has been fully and effectively developed
____ has been somewhat effective, but should be improved
____ has seldom been effective
____ has not been developed

4.14 A process for the selection and purchase of instructional resources

____ has been fully and effectively developed

____ has been somewhat effective, but should be improved

____ has seldom been effective

____ has not been developed

4.17 As a teacher, my level of support for the overall implemented gifted program has been

____ highly supportive

____ somewhat supportive

____ seldom supportive

____ never supportive

APPENDIX C-6
SUPERVISORY PERSONNEL QUESTIONNAIRE

SUPERVISORY PERSONNEL QUESTIONNAIRE

Directions: Place an "X" beside the statement under each item which best describes the gifted program in your school division.

COMPONENT: PERSONNEL SELECTION AND DEVELOPMENT

3.1 Procedures for selecting teachers and other personnel to serve gifted students

___ have been clearly outlined and implemented

___ have been clearly outlined but at times are not implemented as planned

___ are not clear

___ do not exist

3.3 Training for principals, administrators and supervisory personnel to implement the local plan for the program

___ has been consistently provided

___ has been provided, but some more is needed

___ has been provided, but much more is needed

___ has not been provided

3.4 Criteria for selecting teachers who work with identified students

___ are established and are used consistently

___ are established and are generally followed

___ are established but are frequently not followed

___ are not established

3.5 Considering the personnel involved in the program staff selection process

___ they are all well informed about the educational needs of the gifted

___ most are well informed about the educational needs of the gifted

___ some are well informed about the educational needs of the gifted

___ none are well informed about the educational needs of the gifted

3.6 The Program Coordinator

____ has adequate time for performing responsibilities effectively

____ has somewhat limited time for performing responsibilities effectively, but needs more

____ does not have adequate time to perform responsibilities

SUPERVISORY PERSONNEL QUESTIONNAIRE

3.7 Concerning knowledge about characteristics, needs, identification, instructional differentiation, and state regulations for serving gifted students, the staff development activities

____ have provided sufficient knowledge in all of these areas

____ have provided sufficient knowledge in most of these areas

____ have provided insufficient knowledge in most of these areas

____ have not addressed any of these areas

3.8 Concerning knowledge of the school division's policies, procedures and program design, staff development activities

____ have provided sufficient knowledge in all of these areas

____ have provided sufficient knowledge in most of these areas

____ have not provided sufficient knowledge in most of these areas

____ have not addressed any of these areas

3.9 Your specific responsibilities to the gifted program as supervisory personnel

____ have been clearly communicated to you

____ have been somewhat communicated to you

____ are somewhat unclear

____ have never been communicated to you

3.10 Staff development opportunities provided

____ have addressed participants' varying levels of prior training and expertise

____ have addressed a limited range of prior training and expertise

____ have addressed only introductory or only advanced levels

3.12 Overall, staff development opportunities

____ have been very effective

____ have been primarily effective

____ have been primarily ineffective

____ have been very ineffective

APPENDIX C-7
ADVISOF" COMMITTEE QUESTIONNAIRE

ADVISORY COMMITTEE QUESTIONNAIRE

Directions: Place an "X" beside the statement under each item which best describes the gifted program in your school division.

COMPONENT: PROGRAM DESIGN AND CURRICULUM

2.14 Program Services provided throughout the school division

____ are the same or equitable among all schools in the division

____ are the same or equitable among schools with similar grade levels

____ are mostly equitable, with a few schools receiving greater services

____ are inconsistent and inequitable among schools with similar grade levels

COMPONENT: PROGRAM ADMINISTRATION AND SUPPORT

4.1 Concerning the local advisory committee's composition of parents, teachers, community members and others, the committee

____ is representative of all of the above audiences, with a good balance among them (i.e. No one audience dominates the committee's decisions.)

____ is representative of all of the above audiences, but dominated by one

____ is not representative of all above-stated audiences

____ is composed of only one of the above-stated audiences

4.1 Considering its role to review the Local Plan annually and to advise the school board on the educational needs of gifted students, the advisory committee

____ functions regularly and effectively in this role

____ functions somewhat effectively in this role

____ functions in a limited role

____ does not function in this role

4.3 Input from the local advisory committee is

____ used extensively in the program development process

____ used somewhat in the program development process

____ seldom used in the program development process

____ never used in the program development process

ADVISORY COMMITTEE QUESTIONNAIRE

4.16 Results from previous evaluation efforts

____ always have been communicated to the advisory committee in a timely and meaningful manner

____ have been communicated to the advisory committee, but in a limited manner

____ seldom have been communicated to the advisory committee

____ never have been communicated to the advisory committee

APPENDIX C-8
SECONDARY STUDENTS' QUESTIONNAIRE

SECONDARY STUDENTS' QUESTIONNAIRE

COMPONENT: PROGRAM DESIGN AND CURRICULUM

2.1 My individual interests are considered along with other factors in the assignments I am given

___ frequently
___ sometimes
___ seldom
___ never

2.1 When I am able to learn the material more quickly than other students or when I already know the material, I am given the opportunity to learn at my own pace

___ frequently
___ sometimes
___ seldom
___ never

2.2 The things that I study are different from those studied by students who are not in the gifted program

___ frequently
___ sometimes
___ seldom
___ never

2.2 The teacher gives me assignments or suggests projects for me to work on that are different from those assigned to students who are not in the gifted program

___ frequently
___ sometimes
___ seldom
___ never

2.4 Through the classroom or through special activities outside the classroom, I receive instruction and services through the program for gifted students

___ yes
___ I am not sure
___ no

2.19 Through the program for gifted students, I have been exposed to outside resources such as speakers, special materials, and other resources not normally provided to all students

___ frequently
___ sometimes
___ seldom
___ never

2.19 Check up to three responses that best describe what happens in your class
[note: fill in a subject in which the student is identified]

In this class, we are most likely to

___ adhere to the information provided in the textbook

___ explore broad ideas or complex problems rather than dealing only with stated information or simple problems

___ seek information from a variety of sources

___ study what I have already learned in previous classes or elsewhere

___ be challenged with new ideas

___ find all students studying the same thing

2.19 Check up to three responses that best describe what happens in your class
[note: fill in a subject in which the student is identified]

In this class, we are most likely to

___ be asked questions that have only one right answer

___ have to think through a problem and reason for ourselves

___ listen to a lecture or explanation by the teacher for much of the time in class

___ be involved in group discussions or projects during class encounter a variety of different ways to learn things

___ spend most of our study time memorizing facts

2.19 Check up to three responses that best describe what happens in your class
[note: fill in a subject in which the student is identified]

In this class, we are most likely to

___ have assignments completely determined by the teacher

___ develop individual, original products that are more complex than the assignments in most classes

___ all complete the same assignments or projects

___ be involved as students in the evaluation of our work

___ share our major products with audiences outside our classroom

___ get feedback on our work only from our teacher

SECONDARY STUDENTS' QUESTIONNAIRE

COMPONENT: PROGRAM ADMINISTRATION AND SUPPORT

4.17 Overall, the program for gifted students in my school

___ has benefitted me greatly
___ has benefitted me somewhat
___ has had no effect on me
___ has had a negative effect on me

APPENDIX C-9
PARENTS' QUESTIONNAIRE

PARENT QUESTIONNAIRE

COMPONENT: IDENTIFICATION AND PLACEMENT

1.13 Concerning my child's placement in the gifted program,

___ I was directly informed of this placement decision by school personnel (through a letter, conference, call, etc.).

___ I was indirectly informed through my child or non-school personnel.

___ I was not informed.

COMPONENT: PROGRAM DESIGN AND CURRICULUM

2.19 Concerning resources beyond the school setting (such as speakers, resource people, field trips, materials),

___ my child has been exposed to outside resources through the gifted program on a regular basis.

___ my child has been exposed to outside resources occasionally through the gifted program.

___ the gifted program has provided outside resources, but not for my child.

___ outside resources are not used, to my knowledge, in the gifted program.

COMPONENT: PROGRAM ADMINISTRATION AND SUPPORT

4.9 Concerning information given me on the gifted program's procedures and policies, through parent conferences, teacher correspondence, newsletters, or other means of communication,

___ I have been adequately informed.

___ I have had opportunities to be informed, but have not participated.

___ I have not had any communication from school personnel relating to program goals.

4.7 Concerning information given me on the gifted program's goals, through parent conferences, teacher correspondence, newsletters, or other means of communication,

___ I have been adequately informed.

___ I have had opportunities to be informed, but have not participated.

___ I have not had any communication from school personnel relating to program procedures and policies.

PARENT QUESTIONNAIRE

4.10 Concerning information given me on my child's progress and involvement in the gifted program,

___ I have been adequately informed.

___ I have had opportunities to be informed, but have not participated.

___ I have not had any communication from school personnel relating to my child's progress.

4.17 Concerning your support for the program as a parent,

___ I strongly support the program

___ I support the program with some reservations

___ I support the idea of the program, but have many reservations about its implementation in our system

___ I do not support the idea of a program for gifted students

4.17 Please identify what you consider to be the major strengths and the major weaknesses of the program:

APPENDIX C-10
PROGRAM DOCUMENT REVIEW LIST

PROGRAM DOCUMENT REVIEW LIST

Directions: The following documents are suggested for review to answer the evaluation items listed beside each document. Please place an "x" in the blank to the left of the document if it is available for review. Those items preceded by an asterisk (*) will also need to be made available for expert review.

DOCUMENTS TO BE REVIEWED	RELATED EVALUATION ITEMS
___ Referral form Letters/Memos to Teachers, Parents, Administrators, others concerning referral	1.1
___ Request for Referrals	1.1
___ Entry and Exit Policies	1.4
___ Timelines for Identification Process	1.10, 1.14
___ Roles and responsibilities of those involved in identification and placement tasks	1.11, 1.14
___ Targeted grade levels for identification process	1.12, 1.14
___ Announcements of in-service Training opportunities (courses, workshops, conferences)	3.2, 3.3, 3.7, 3.8, 3.9, 3.10, 3.11
___ Long-and short-term program goals	4.6
___ Program Procedures	4.8
___ Individual Screening/Identification Form/Matrix	1.2
___ Sampling of Confidential Records of Identified Gifted Students	1.2, 1.5, 1.14, 1.15, 1.19, 2.4, 2.12, 4.13
___ Sampling of Permanent or Cumulative Records of Identified Gifted Students, K-12	1.5, 1.14, 1.19, 2.12, 4.13
___ *Manuals from tests used in identification process	1.6, 1.7
___ *Rating scales used in identification process	1.6, 1.7
___ Agendas of Meetings concerning Entry/Exit Policies	1.4
___ *Local Plan Identification Component Program Design Component	1.14, 1.15, 1.7, 1.8, 1.10, 1.11, 1.12, 4.2, 4.5 1.8, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.10, 2.12, 2.18, 2.19, 3.11, 4.2, 4.5
___ List of numbers of students considered and those identified for the program in most recent year.	1.18
___ Individual or Group Educational Plans for forms documenting individualization and differentiation	2.1, 2.4, 2.8, 2.12, 4.13

PROGRAM DOCUMENT REVIEW LIST

DOCUMENTS TO BE REVIEWED	RELATED EVALUATION ITEMS
___ *Program Description from Evaluation Design (Section I)	2.7, 2.12, 2.19, 1.8, 2.1, 2.2, 2.4, 2.5, 2.6
___ *Program or Curriculum Guides, or Enrichment Units	2.1, 2.2, 2.4, 2.5, 2.8, 2.10, 2.12, 4.5, 4.6, 4.8
___ *Teacher Manuals or Guidelines for Differentiated Instruction	2.1, 2.2, 2.5, 2.8, 4.5, 4.6
___ Program Communique, such as letters to parents, newsletters, brochures	2.4, 2.6, 2.7, 2.18, 2.19, 4.6, 4.7, 4.8, 4.9, 4.10
___ Textbooks used in the program	2.10
___ Course Outlines for program offerings to students	2.10, 2.12
___ List of Materials and Equipment purchased for program use	2.10
___ List of Resource people and materials used	2.19
___ Program Activity Schedule	2.19
___ *Job Description for Personnel Serving identified students	3.1, 3.4
___ Job Description for Program Coordinator	3.6
___ Daily log/calendar for program coordinator	3.6
___ *Stated policies/criteria for selection of personnel serving identified gifted students	3.1, 3.4
___ In-service training program agendas or descriptions (classes, workshops, conferences, etc.)	3.2, 3.3, 3.7, 3.8, 3.9, 3.10, 3.11
___ List of participants in In-service Training Programs	3.2, 3.3
___ In-service Training Evaluation Forms (including course/workshop eval.)	3.13
___ Memos concerning responsibilities of specific audiences to the program	3.9
___ List of Local Advisory Committee members (from evaluation design)	4.1
___ Minutes and agendas from Local Advisory Committee meetings	4.1, 4.3
___ Local Program Budget	4.2, 4.11
___ Statement of state allocation to local gifted program	4.2, 4.11

PROGRAM DOCUMENT REVIEW LIST

DOCUMENTS TO BE REVIEWED	RELATED EVALUATION ITEMS
___ Minutes from School Board Meeting in which Advisory Committee Report or Recommendations were presented	4.1
___ Minutes from School Board Meeting in which evaluation results were presented	4.16
___ Minutes of Advisory Committee, Supervisory, principals, and program staff meetings in which evaluation results were presented	4.16
___ Letters to Parents related to program	4.7, 4.9, 4.10
___ Agendas of Parent Meetings	
___ Student and/or Parent Handbook	4.7, 4.9
___ Student progress reports related to performance within program	4.10
___ Schedule of Parent/Teacher conferences related to student progress within program	4.10
___ Schedule of cross-grade meetings of teachers to coordinate concerns between grades and schools	4.13
___ Internal evaluation plan	4.15, 4.16

APPENDIX C-11

PROGRAM DOCUMENT REVIEW FORM

PROGRAM DOCUMENT REVIEW FORM

Directions: This form should be completed by a member of the evaluation team. The documents to be reviewed are suggested in the left column. If other available documents provide the evaluator information relating to the stated questions, they should also be used and named in the "Comments" section of the question. If no evidence exists to make a determination on a question, please indicate that in the "Comments" section for the specific questions, and do not attempt to answer the question otherwise.

DOCUMENTS TO BE REVIEWED	QUESTIONS TO BE ANSWERED	
1.1		
Referral Form Letters/Memos to Teachers, Parents, others, requesting referrals.	-Are referrals sought actively from more than one source?	__Yes __No
Sampling of Confidential	-Are referrals accepted from more than one source?	__Yes __No
	-Have referrals been submitted from multiple sources in the past?	__Yes __No
1.2		
Individual Screening/Iden. Form or Matrix	-Are multiple types of data collected for all students?	__Yes __No
Sampling of Confidential Files	-Are multiple types of data collected only for some areas of giftedness?	__Yes __No
	-Are the variety and amount of data collected on each student sufficient for making a defensible decision?	__Yes __No
1.4		
Letters/Memos to Teachers Parents, Administrators concerning policies on entry into and exit from the program. Agendas of meetings concerning entry/exit policy.	-To which of the following audiences has information on entry/exit policies been communicated?	__Teachers __Parents __Administrator __Supervisors __Others
1.5		
Sampling of Permanent Records Sampling of Confidential Records	-Do permanent records show evidence that a confidential record exists?	__Yes __No
	-Do permanent records contain information appropriate for confidential records?	__Yes __No
	-Are confidential records maintained for appropriate students?	__Yes __No
	-Do confidential records contain all appropriate data from the identification/placement process?	__Yes __No

PROGRAM DOCUMENT REVIEW FORM

DOCUMENTS TO BE REVIEWED	QUESTIONS TO BE ANSWERED	
1.6		
Manuals from tests used in identification process.	-Are testing and evaluative materials nondiscriminatory, culturally and racially?	__Yes __No
Rating Scales used in identification process, with accompanying manual or descriptive information.	-Are testing and evaluative materials sensitive to any language differences existing in the school system?	__Yes __No
	-Have the testing and evaluative materials been validated for the specific purpose for which they are used?	__Yes __No
1.7		
Manuals from tests used in identification process. Rating scales used in identification process, with accompanying manual or descriptive information. Identification plan or documents specifying who will administer evaluative material.	-Are testing and evaluative materials dependent on administration by trained personnel?	__Yes __No
	-If "yes", do program records and interviews indicate that trained personnel are administering them?	__Yes __No
1.8		
Identification plan (from Local Plan) Program description of areas served and types of services.	-Are identification criteria specific to the types of giftedness being assessed?	__Yes __No
	-Are identification procedures and criteria directly related to the specific program in each area of giftedness?	__Yes __No
1.10		
Identification Plan Memos concerning timelines for identification process	-Are timelines for identification, placement and appeals clearly established?	__Yes __No
1.11		
Identification Plan Memos concerning roles and responsibilities for those involved in identification and placement tasks.	-Are roles and responsibilities for those involved in identification and placement tasks clearly established?	__Yes __No
1.12		
Identification Plan Memos concerning targeted grade levels for identification process	-Is identification an on going process extending from school entry through all grades?	__Yes __No

PROGRAM DOCUMENT REVIEW FORM

DOCUMENTS TO BE REVIEWED	QUESTIONS TO BE ANSWERED	
1.14		
Identification Plan Memos concerning identification process Sampling of Permanent Records of students Sampling of Confidential Records	-Is the total identification and placement process implemented as described in the local plan?	__Yes __No
1.15		
Identification Plan Sampling of Confidential Records	-Does the identification information gathered on each student include both objective and informal assessments?	__Yes __No
1.18		
Lists of students considered and those identified (or documentation of numbers of each) in most recent identification procedure for a given year.	-What was the total number of students in the division who were were considered (nominated or screened) for the gifted program? -What was the total number of students identified during the same year from that pool of candidates? -Does this ratio indicate efficiency of the procedures?	Total_____ Total_____ Yes (Efficient) No (Inefficient)
1.19		
Sampling of Confidential Records Sampling of Permanent Records of gifted students	-Does the evidence of performance and ability since identification and placement indicate that students identified as gifted were appropriately identified?	__Yes __No
2.1		
Local Plan Individualized Plans or forms documenting individualization Program Description Curriculum Guides	-Is the program's stated philosophy of individualization reflected in the implemented program?	__Yes __No
2.2		
Local Plan Program Description Curriculum Guides Teacher Manuals or Guidelines	-Is the program's stated philosophy of differentiation reflected in the implemented program?	__Yes __No

PROGRAM DOCUMENT REVIEW FORM

DOCUMENTS TO BE REVIEWED	QUESTIONS TO BE ANSWERED	
2.4		
Program Description Sampling of Confidential Records, for students in grades K-12. Curriculum Guides Program communiques, such as letters to parents or newsletters Individual educational plans, or group educational plans for K-12.	-Does the implemented program serve students in kindergarten through grade 12?	__Yes __No
2.5 & 2.7		
Local Plan Curriculum Guides Program Description	-Are Curriculum goals and objectives clearly stated in the Local Plan?	__Yes __No
	-Does the implemented program address these curriculum goals and objectives?	__Yes __No
2.6		
Program Description Program Communiques, such as newsletters, brochures, etc.	-Are the program delivery systems appropriate to the areas of giftedness served?	__Yes __No
2.7		
Local Plan Curriculum Guides Program Description	-Are instructional goals appropriate to the areas of giftedness being served?	__Yes __No
2.8		
Guidelines for Differentiation Curriculum Guides Enrichment Units Individual Educational Plans Group Educational Plans	-Are teachers provided a framework for instruction, such as the documents listed to the left?	__Yes __No
2.10		
Textbooks used within program Course Outlines Curriculum Guides List of purchased materials/ equipment for program Local Plan	-Are content and instructional resources used in the program appropriate for developing the curriculum goals?	__Yes __No
2.12		
Curriculum Guides Course Outlines Enrichment Units Individual/Group Educational Plans	-Is differentiated instruction for each area served sequential?	__Yes __No
Program Description Sampling of Permanent Records Sampling of Confidential Records	-Is there evidence that students' needs and experiences within the program are articulated across grades?	__Yes __No

PROGRAM DOCUMENT REVIEW FORM

DOCUMENTS TO BE REVIEWED	QUESTIONS TO BE ANSWERED	
2.18		
Program Description Program Communiques (such as newsletters, brochures, etc.)	-Are the guidance and counseling needs of identified students being addressed by the program?	__Yes __No
2.19		
Lists of Resource People and Materials Used Program Communiques (newsletters, brochures, letters to parents) Program Activities Schedule Program Description (& Goals)	-Are resources beyond the school setting used to provide educational experiences?	__Yes __No
	-Do these resources have a positive relationship to instructional program?	__Yes __No
3.1		
Job Descriptions for personnel serving identified students Stated policies concerning the selection of personnel serving identified gifted students Local Plan	-Are procedures for the selection of personnel serving identified students implemented as described in the Local Plan?	__Yes __No
3.2		
Memos/Announcements of in-service training opportunities for instructional and guidance personnel In-service Training Program agendas - or descriptions Lists of participants in training programs/classes Local Plan	-Have procedures and goals for the training of instructional personnel been implemented as described in the Local Plan?	__Yes __No
	-Have procedures and goals for the training of guidance personnel been implemented as described in the Local Plan?	__Yes __No
3.3		
Memos/Announcements of In-service training opportunities for administrative and supervisory personnel In-service Training Program agendas or descriptions List of participants in training programs/classes Local Plan	-Have procedures and goals for the training of administrative personnel been implemented	__Yes __No
	-Have procedures and goals for the training of supervisory personnel been implemented as described in the Local Plan?	__Yes __No
3.4		
Written criteria for selection of teachers to work with identified students Job Descriptions for teachers working with identified students	-Are criteria established for selecting teachers who work with identified students?	__Yes __No
	-If "Yes", are these criteria appropriate?	__Yes __No

PROGRAM DOCUMENT REVIEW FORM

DOCUMENTS TO BE REVIEWED	QUESTIONS TO BE ANSWERED	
3.6		
Job Description for Program Coordinator Daily calendar/log for program coordinator	-Does the program coordinator have adequate time for performing responsibilities effectively?	__Yes __No
3.7		
Memos/Announcements of In-service training opportunities In-service Training Program agendas or descriptions	-Does staff development provide general knowledge about any of the areas listed to the right? Check those areas addressed.	__Characteristics of gifted __Needs of G/T __Identification __Instructional __Differentiation __State Regs.
3.8		
Memos/Announcements of In-service training opportunities In-service Training Program agendas or descriptions	-What areas listed at the right were addressed through staff development activities? Check those areas addressed.	School Division __policies __procedures __program __design
3.9		
Memos/Announcements of In-service training opportunities In-service Training Program agendas or descriptions Memos concerning responsibilities of specific audiences to the program	-Does staff development (through written or oral means) provide specific training related to the audiences listed at the right? Check those audiences for whom there is such training.	__program staff __principals __teachers __guidance pers __supervisors
		3.10
Memos/Announcements of In-service training opportunities	-Is staff development an on-going process?	__Yes __No
In-service Training Program agendas or descriptions	-Is a variety of levels of expertise addressed through the staff development activities throughout the year?	__Yes __No
3.11		
Memos/Announcements of In-service training opportunities In-service Training Program agendas or descriptions	-Are staff development activities consistent with the division's program design and goals? -Local Plan (program design and goals)	__Yes __No

PROGRAM DOCUMENT REVIEW FORM

DOCUMENTS TO BE REVIEWED	QUESTIONS TO BE ANSWERED	
3.13		
In-service training evaluation forms Course evaluations	-Are procedures established for on-going internal evaluation of staff development activities?	__Yes __No
4.1		
Local advisory committee member list Minutes and agendas from local advisory committee meetings Minutes from school board meetings	-Check the groups listed to the right which are represented on the advisory committee	__Parents __Teachers __Community members
	-Does the advisory committee review the local plan annually?	__Yes __No
	-Does the advisory committee advise the superintendent and/or school board on the education needs of gifted students?	__Yes __No
4.2		
Local program budget statement of state allocation to gifted program Local Plan	-Are state funds for the program used only to support those activities identified in the Local Plan?	__Yes __No
4.3		
Local advisory committee Minutes and agendas	-Has input from the local advisory committee been used in the program development process?	__Yes __No
	-Do local advisory committee meetings reflect programmatic needs and concerns?	__Yes __No
4.5		
Local Plan Program Guides/Handbooks	-Are the roles and responsibilities of all personnel clearly defined? Check the personnel for whom they are defined.	__Program Staff __Principals __Teachers
4.6		
Program Guides/Handbooks Program Communiques (brochures newsletters, letters) Memos to school personnel regarding long-and-short term goals	-Does the program provide clear communication with school personnel regarding the long-term and short-term goals of the program?	__Yes __No

PROGRAM DOCUMENT REVIEW FORM

DOCUMENTS TO BE REVIEWED	QUESTIONS TO BE ANSWERED	
4.7		
Program Communiques (brochures newsletters) Letters to Parents Agendas of parent meetings Student and/or parent handbook	-Does the program provide clear communication with parents regarding the long-term and short-term goals of the program?	__Yes __No
4.8		
Program Guides/Handbooks Program Communiques (brochures, newsletters, etc.) Memos to school personnel regarding program procedures	-Does the program provide clear communication to school personnel regarding program program procedures?	__Yes __No
4.9		
Program Communiques (brochures, newsletters, etc.) Letters to Parents Agendas for parent meetings Student and/or parent handbook	-Does the program provide clear communication to parents regarding program procedures?	__Yes __No
4.10		
Student progress reports Letters/Notes from teachers to parents Program Communiques (brochures, etc.) Schedule of parent/teacher conferences.	-Does the program provide clear communication to parents regarding students' progress in the program?	__Yes __No
4.11		
Local program budget Statement of state allocation to local gifted program	-Is local support for the program evidenced through local supplement to the program budget?	__Yes __No
4.13		
Sampling of Permanent Records Sampling of Confidential Records Individual/Group Educational Plans Schedule of cross-grade meetings of teachers to coordinate concerns between grades and schools.	-Is effort made to coordinate between grades and schools to provide continuity of programs as students progress?	__Yes __No
4.15		
Internal evaluation plan Internal evaluation report Questionnaires, data collection sheets and other forms related to internal evaluation design Program Description	-Does a systematic plan for interna evaluation exist? -Have results from the internal evaluations of the past had an impact on program development?	__Yes __No __Yes __No

PROGRAM DOCUMENT REVIEW FORM

DOCUMENTS TO BE REVIEWED	QUESTIONS TO BE ANSWERED
4.16	
Minutes of School Board Meetings in which evaluation results were presented. Minutes of advisory committee principals, supervisory and program staff meetings in which evaluation results were presented.	-Have evaluation results been communicated in a timely and meaningful way to program decision makers and, as appropriate, to the community? __Yes __No

APPENDIX C-12
EXPERT REVIEW FORM

EXPERT REVIEW FORM

Directions: This form should be completed by an individual demonstrating expertise in the field of gifted education. The documents to be reviewed are suggested in the left column. If other available documents provide the evaluator information relating to the stated question, they should be used, then defined in the "Comments" section of the question. If no evidence exists to make a clear determination on a question, please indicate that in the "Comments" section, along with a description of your findings. Do not attempt to answer the question unless evidence has been found to support your response.

DOCUMENTS TO BE REVIEWED:	QUESTIONS TO BE ANSWERED:	
1.6 Manuals from tests used in the identification process. Rating scales used in the identification process, with accompanying manuals or descriptive information. COMMENTS:	-Are testing and evaluative materials nondiscriminatory, culturally and racially?	__Yes __No
1.8 Identification component of Local Plan Program description of areas served and types of delivery systems used COMMENTS:	-Are identification criteria and procedures specific to the types of giftedness being assessed? -Are identification criteria and procedures specific to the program in each area of giftedness served?	__Yes __No
2.6 Program description of areas served and types of delivery systems used COMMENTS:	-Are the program delivery systems appropriate to the areas of giftedness served?	__Yes __No
2.7 Curriculum Goals from Local Plan Curriculum Guides Program Description COMMENTS:	-Are instructional goals clearly specified? -Are curriculum goals appropriate to the areas of giftedness served?	__Yes __No
3.4 Written criteria for selection of teachers to work with identified students. Job descriptions for teachers working with identified students COMMENTS:	-Are criteria clearly established for selecting teachers who work with identified students? -If "Yes", are these criteria appropriate?	__Yes __No __Yes __No

APPENDIX C-13
INSTRUCTIONAL METHODS RATING SCALE

INSTRUCTIONAL METHODS RATING SCALE

To the Observer: The rating scale below should be based on a composite of information from classrooms observations, reviews of student products, and a conference with the teacher.

Each observation should involve a minimum of thirty (30) minutes. In addition to observing instructional activities and teacher behaviors, the observer should seek opportunities to examine student products, folders, classroom displays, instructional materials and other available evidence of the following evaluation items. The conference with the teacher should be used to obtain information related to goals and objectives, pretesting, homework assignments, long-term projects, and any other strategies the teacher may use to provide appropriate differentiation.

Please use the following scale:
1 = strong evidence of this criterion
2 = some evidence of this criterion
3 = little evidence of this criterion
4 = no evidence of this criterion

		1	2	3	4
2.1	Individual interests of gifted students are used constructively within classroom activities or as focus of individual work.	X	X	X	X
2.1/ 2.2	Individual abilities of gifted students are recognized and addressed through classroom activities or individual work	X	X	X	X
2.2	Differentiation of the content for gifted students is evident through classroom or individual activities	X	X	X	X
2.2	Differentiation of the process (Instructional and student processes) for gifted students is evident through classroom or individual activities.	X	X	X	X
2.2	Differentiation of the expected products for gifted students is evident through classroom or individual activities.	X	X	X	X
2.2	Differentiation of the instructional environment (learning centers, independent study areas, flexibility in using resources) is evident through classroom or individual activities.	X	X	X	X

INSTRUCTIONAL METHODS RATING SCALE

Please use the following scale:

1 = strong evidence of this criterion
2 = some evidence of this criterion
3 = little evidence of this criterion
4 = no evidence of this criterion

		1	2	3	4
2.3	Continuity of services is evident across grade levels.	X	X	X	X
2.5	The curriculum goals and objectives of the program, as articulated in the Local Plan, are evident in the classroom.	X	X	X	X
2.9	Instructional methods used in classrooms are appropriate for developing stated curriculum goals.	X	X	X	X
2.11	Student assignments and products are appropriate for developing the curriculum goals.	X	X	X	X
2.17	Sufficient instructional time is provided to meet the instructional goals.	X	X	X	X
2.21	There is evidence that instruction is effective in terms of the instuctional goals.	X	X	X	X

APPENDIX C-14
STAFF DEVELOPMENT QUESTIONNAIRE

STAFF DEVELOPMENT QUESTIONNAIRE

Place an "X" beside the position you presently hold:

____ Gifted Program Staff
____ Principal
____ Classroom Teacher
____ Guidance Personnel
____ Supervisory

I. For each of the following areas, please indicate the extent of training you have had by using the following codes

1 = more than one college course related to this
2 = a college course in which this was the major focus
3 = a survey course in which this was one topic
4 = a series of staff development workshops related to this
5 = one staff development workshop related to this
6 = conference workshops related to this
7 = other training
8 = no training related to this

____ state regulations related to programs for the gifted
____ characteristics of gifted students
____ procedures for identifying gifted students
____ instructional methods for gifted students
____ curriculum development for gifted programs
____ guidance and counseling for gifted students
____ administrative issues related to programs for the gifted

II. Place an "X" beside the four characteristics below which you think most consistently can be found in gifted individuals:

____ High Achieving
____ Courteous
____ Better retention of information
____ Inquisitive
____ Sense of Humor
____ Interested in Everything
____ Willingness to Cooperate
____ Long Attention Span When Involved in an Area of Interest

III. Given the scenarios on the following page of activities designed for average students and those designed for gifted students, to be conducted simultaneously, rate the extent to which you feel the activity for the gifted students is appropriate by circling a number on the scale, from appropriate to inappropriate. Then, state your reasons for your response.

STAFF DEVELOPMENT QUESTIONNAIRE

CLASSROOM #1:

Average Students: Solve the odd numbered subtraction problems on page 87

Gifted Students: Solve all of the subtraction problems on page 87

APPROPRIATE 4 3 2 INAPPROPRIATE 1

REASON FOR CHOICE:

CLASSROOM #2:

Average Students: List the rights guaranteed through the Bill of Rights and explain each.

Gifted Students: Examine each right guaranteed under the Bill of Rights to determine if it should or should not be eliminated in our modern day. Defend your position.

APPROPPIATE 4 3 2 INAPPROPRIATE 1

REASON FOR CHOICE:

CLASSROOM #3: Average Students: After a study of a Medieval Period, build a replica of a Medieval Castle from the materials given you.
Gifted Students: Create a sketch or model of a drawbridge that would support as much weight as possible, yet be lifted as easily as possible.

APPROPRIATE 4 3 2 INAPPROPRIATE 1

REASON FOR CHOICE:

CLASSROOM #4:

Average Students: Complete the given worksheet on measurement.

Gifted Students: Given a recipe for making cookies, follow the recipe as stated, measuring carefully.

APPROPRIATE 4 3 2 INAPPROPRIATE 1

REASON FOR CHOICE:

STAFF DEVELOPMENT QUESTIONNAIRE

IV. Place an "S" beside the items below which are reflected in the State Plan for the Gifted. Place an "L" beside the items below which are reflected in the Local Plan for the gifted. Some items may require "S" and "L", some may require neither.)

____ Students talented in Psychomotor Ability may be identified and served

____ Clear cut-off scores are given for students being identified as intellectually gifted.

____ Students must be identified and served in all areas of giftedness

____ Musically-talented students are identified and served under this definition.

____ A Local Advisory Committee must serve to review the local plan.

____ For some areas of giftedness, a single criterion may be used for identification.

____ The concept of individualization is of major importance in meeting the needs of the gifted.

____ Programs must focus on the stated interests of identified gifted students.

____ Parents must serve on the Local Advisory Committee.

____ State funds for gifted programs may be used in any manner that benefits gifted students, whether specifically outlined in the Local Plan or not.

____ Referrals for students being considered for identification must come from more than one source.

____ Endorsement in the area of gifted education is strongly recommended for all teachers of identified gifted students.

____ Staff development activities relating to the gifted program involve the instructional personnel only.

____ Individual Educational Plans must be submitted for every identified gifted student.

____ Gifted students must be grouped with other gifted students for provision of services.

____ Two major program delivery systems have been approved for used within the gifted program.

____ Identification criteria may vary, depending on the area of giftedness being assessed.

BEST COPY AVAILABLE