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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)
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

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The Block Grant Competitive Project Program
Chapter 2 - Education Consolidation and Improvement Act
Virginia Department of Education
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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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.
COORDINATOR AND STAFF COMPLETES PROGRAM DESCRIPTION

ADVISORY COMMITTEE DETERMINES SPECIFIC CONCERNS

LOCAL EVALUATION COMMITTEE IS IDENTIFIED

EVALUATION QUESTIONS ARE SELECTED AND THE EVALUATION PLAN IS WRITTEN

EVALUATION INSTRUMENTS ARE DEVELOPED USING MASTER INSTRUMENTS

EXTERNAL TEAM IS IDENTIFIED

PROGRAM DESCRIPTION, EVALUATION PLAN, AND INSTRUMENTS ARE SENT

QUESTIONNAIRES ARE DISTRIBUTED LOCALLY

QUESTIONNAIRES ARE COLLECTED AND TABULATED LOCALLY

SURVEYS AND TABULATIONS ARE SENT TO TEAM LEADER

EXTERNAL TEAM MEETS PRIOR TO ON-SITE VISIT

OBSERVATIONS ARE CONDUCTED BY LOCAL OR EXTERNAL TEAM

DATA ARE ANALYZED, INTERPRETED AND REPORTED

PROGRAM CHANGES ARE RECOMMENDED
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 that 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 Virgil 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 the 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, ACADEMIC**

<table>
<thead>
<tr>
<th>Code</th>
<th>Visual and Performing Arts</th>
<th>Practical Arts</th>
<th>Social Product</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>11</td>
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<td></td>
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</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Specific Academic Ability**

- Other specific academic ability: Foreign Languages

**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:
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. This 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

<table>
<thead>
<tr>
<th></th>
<th>GENERAL INTELLECT.</th>
<th>SPECIFIC ACADEMIC</th>
<th>VISUAL AND PERFORMING ARTS</th>
<th>PRACT. ARTS</th>
<th>PSYCHO-CREATIVE/INTELLECT.</th>
<th>SOCIAL PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
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<td></td>
<td></td>
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<tr>
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<td>3,4</td>
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<td>5</td>
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<td>11</td>
<td>3,6</td>
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<td></td>
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<td>5</td>
</tr>
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<td>3,6</td>
<td>2,3,7</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td>Sam Jones</td>
<td>academic program resource teacher</td>
<td>K-6</td>
</tr>
<tr>
<td>Betty King</td>
<td>academic program resource teacher</td>
<td>K-6</td>
</tr>
<tr>
<td>Linda Turner</td>
<td>academic program resource teacher</td>
<td>K-6</td>
</tr>
<tr>
<td>Bill Roberts</td>
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<tr>
<td>Joyce Price</td>
<td>arts program resource teacher</td>
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C. PROGRAM STAFF: PART-TIME

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</tr>
<tr>
<td>building coordinator</td>
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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 to 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 ident. 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 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.

<table>
<thead>
<tr>
<th>Concern</th>
<th>Program Area</th>
<th>Component</th>
<th>Grade levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>inadequate instructional differentiation in</td>
<td>Specific</td>
<td>2</td>
<td>9-12</td>
</tr>
<tr>
<td>regular classes</td>
<td>Academic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


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 program 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.
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<th>EVALUATION QUESTION</th>
<th>SOURCES</th>
<th>DATA COLLECTION</th>
<th>METHODS</th>
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<th>DATE</th>
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## INSTRUMENT SUMMARY WORKSHEET

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<tr>
<td>EVALUATION QUESTION</td>
<td>SOURCES</td>
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<tr>
<td>------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1.1 Are referrals secured from multiple sources?</td>
<td>Program staff</td>
</tr>
<tr>
<td></td>
<td>Principals</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
</tr>
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<td></td>
<td>Program documents</td>
</tr>
<tr>
<td>1.2 Are multiple types of data collected for each student for use by the</td>
<td>Program staff</td>
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<tr>
<td>identification and placement committee?</td>
<td>Iden/Placement Com.</td>
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<tr>
<td></td>
<td>Program documents</td>
</tr>
<tr>
<td>1.3 Are multiple criteria used by the identification and placement committee in</td>
<td>Program staff</td>
</tr>
<tr>
<td>determining program eligibility for each nominee?</td>
<td>Iden/Placement Com.</td>
</tr>
<tr>
<td></td>
<td>Program documents</td>
</tr>
<tr>
<td>1.4 Has the stated policy for entry into and exit from the program, including</td>
<td>Program staff</td>
</tr>
<tr>
<td>appeals procedures, been communicated and implemented where appropriate?</td>
<td>Principals</td>
</tr>
<tr>
<td></td>
<td>Program documents</td>
</tr>
<tr>
<td>1.5 Are records maintained according to &quot;Management of Student Scholastic</td>
<td>Principals</td>
</tr>
<tr>
<td>Records in Public Schools of Virginia&quot;?</td>
<td>Program documents</td>
</tr>
</tbody>
</table>
### EVALUATION PLANNING CHART

**COMPONENT: IDENTIFICATION AND PLACEMENT**

#### EVALUATION QUESTION

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<thead>
<tr>
<th>Evaluation Question</th>
<th>Source</th>
<th>Data Collection</th>
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</thead>
<tbody>
<tr>
<td>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?</td>
<td>Program documents, Test manuals</td>
<td>Doc. Review, Expert Rev.</td>
</tr>
<tr>
<td>1.7 Are all testing and evaluative materials administered and interpreted by trained personnel in conformance with the instructions by their producers?</td>
<td>Iden/Placement Com, Program Doc.</td>
<td>Survey &amp; Int., Doc. Review</td>
</tr>
<tr>
<td>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?</td>
<td>Program staff, Program documents</td>
<td>Interview, Doc. Review, Expert Rev.</td>
</tr>
<tr>
<td>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?</td>
<td>Program staff, Teachers</td>
<td>Interview, Survey &amp; Int.</td>
</tr>
<tr>
<td>EVALUATION QUESTION</td>
<td>SOURCE</td>
<td>DATA COLLECTION</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1.10 Are timelines for identification, placement, and appeals established and followed?</td>
<td>Program staff, Program documents</td>
<td>Interview, Doc. Review</td>
</tr>
<tr>
<td>1.11 Are roles and responsibilities for those involved in identification and placement tasks established and followed?</td>
<td>Principals, Iden/Placement Com., Program documents</td>
<td>Survey &amp; Int., Survey &amp; Int., Doc. Review</td>
</tr>
<tr>
<td>1.12 Is identification an on-going process extending from school entry through all grades?</td>
<td>Principals, Iden/Placement Com., Program documents</td>
<td>Survey &amp; Int., Survey &amp; Int., Doc. Review</td>
</tr>
<tr>
<td>1.13 Are placement decisions clearly communicated to parents and school personnel?</td>
<td>Teachers, Parents</td>
<td>Survey &amp; Int., Survey &amp; Int.</td>
</tr>
<tr>
<td>1.14 Is the total identification and placement process implemented as described in the local plan?</td>
<td>Program staff, Iden/Placement Com., Program documents</td>
<td>Interview, Survey &amp; Int., Doc. Review</td>
</tr>
<tr>
<td>1.15 Does identification information include both objective measures and informal assessments?</td>
<td>Program staff, Iden/Placement Com., Program documents</td>
<td>Interview, Survey &amp; Int., Doc. Review</td>
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</table>
## EVALUATION PLANNING CHART

### COMPONENT: IDENTIFICATION AND PLACEMENT

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<tr>
<td>1.16 Is identification information used in making placement and instructional decisions?</td>
<td>Iden/Placement Com. Teachers</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td>1.17 Are identification procedures uniformly implemented throughout the system?</td>
<td>Program staff Principals</td>
<td>Interview</td>
</tr>
<tr>
<td></td>
<td>Iden/Placement Com.</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td>1.18 Are identification procedures efficient?</td>
<td>Iden/Placement Com. Program documents</td>
<td>Survey &amp; Int. Doc. Review</td>
</tr>
<tr>
<td>1.19 Are identification procedures effective?</td>
<td>Program staff Teachers</td>
<td>Interview</td>
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<tr>
<td></td>
<td>Program documents</td>
<td>Survey &amp; Int. Doc. Review</td>
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### EVALUATION PLANNING CHART

**COMPONENT: PROGRAM DESIGN AND CURRICULUM**

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<th>EVALUATION QUESTION</th>
<th>SOURCE</th>
<th>DATA COLLECTION</th>
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</thead>
<tbody>
<tr>
<td><strong>2.1 Is the program's philosophy regarding individualization, as articulated in the Local Plan, reflected in the implemented program?</strong></td>
<td>Program staff, Teachers, Students, Instruction, Program Doc.</td>
<td>Interview, Survey &amp; Int., Rating scale, Doc. Review</td>
</tr>
<tr>
<td><strong>2.2 Is the program's philosophy regarding differentiation, as articulated in the Local Plan, reflected in the implemented program?</strong></td>
<td>Program staff, Teachers, Students, Classroom Proc., Program Doc.</td>
<td>Interview, Survey &amp; Int., Observation, Doc. Review</td>
</tr>
<tr>
<td><strong>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?</strong></td>
<td>Program staff, Principals, Classroom Proc.</td>
<td>Interview, Survey &amp; Int., Observation</td>
</tr>
<tr>
<td><strong>2.4 Does the implemented program serve students in kindergarten through grade 12?</strong></td>
<td>Principals, Students, Program Doc.</td>
<td>Survey &amp; Int., Survey &amp; Int., Doc. Review</td>
</tr>
<tr>
<td><strong>2.5 Are the curriculum goals and objectives of the program, as articulated in the local plan, reflected in the implemented program?</strong></td>
<td>Program staff, Teachers, Classroom Proc., Program Doc.</td>
<td>Interviews, Survey &amp; Int., Observation, Doc. Review</td>
</tr>
</tbody>
</table>
## EVALUATION PLANNING CHART

**COMPONENT: PROGRAM DESIGN AND CURRICULUM**

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<tbody>
<tr>
<td>2.6 Are the program delivery systems appropriate to the areas of giftedness served?</td>
<td>Program staff</td>
<td>Interview</td>
</tr>
<tr>
<td></td>
<td>Program Doc.</td>
<td>Doc. Review</td>
</tr>
<tr>
<td>2.7 Are the instructional goals clearly specified and are appropriate to the areas of giftedness served?</td>
<td>Program staff</td>
<td>Interview</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td></td>
<td>Program Doc.</td>
<td>Doc. Review</td>
</tr>
<tr>
<td>2.8 Are teachers provided a framework for instruction consisting of guidelines for differentiation, curriculum guides, enrichment units, or similar documents?</td>
<td>Program staff</td>
<td>Interview</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td></td>
<td>Program Doc.</td>
<td>Doc. Review</td>
</tr>
<tr>
<td>2.9 Are the instructional methods used in the classroom appropriate for developing the curriculum goals?</td>
<td>Teachers</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td></td>
<td>Classroom Proc.</td>
<td>Observation</td>
</tr>
<tr>
<td>2.10 Are the content and instructional resources used in the program appropriate for developing the curriculum goals?</td>
<td>Program staff</td>
<td>Interviews</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td></td>
<td>Program Doc.</td>
<td>Doc. Review</td>
</tr>
<tr>
<td>2.11 Are student assignments and products appropriate for developing the curriculum goals?</td>
<td>Teachers</td>
<td>Survey &amp; Int.</td>
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<td></td>
<td>Classroom Proc.</td>
<td>Observation</td>
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**EVALUATION PLANNING CHART**

**COMPONENT: PROGRAM DESIGN AND CURRICULUM**

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

COMPONENT: PROGRAM DESIGN AND CURRICULUM

EVALUATION QUESTION

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

SOURCE

Teachers
Program Doc.
Guidance Pers.

DATA COLLECTION

Interview
Survey & Int.
Doc. Review

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

SOURCE

Teachers
Students
Parents
Program Doc.

DATA COLLECTION

Survey & Int.
Survey & Int.
Doc. Review

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

SOURCE

Principals
Teachers
Students

DATA COLLECTION

Survey & Int.
Survey & Int.
Survey & Int.

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

SOURCE

Instr Methods
(see text, p. )

DATA COLLECTION

Rating Scale
<table>
<thead>
<tr>
<th>EVALUATION QUESTION</th>
<th>SOURCE</th>
<th>DATA COLLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Have procedures for the selection of personnel serving identified students,</td>
<td>Supervisors</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td>as described in the Local Plan, been implemented?</td>
<td>Principals</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td></td>
<td>Program doc.</td>
<td>Doc. Review</td>
</tr>
<tr>
<td>3.2 Have procedures and goals for the training of instructional and guidance</td>
<td>Program staff</td>
<td>Interview</td>
</tr>
<tr>
<td>personnel, as described in the Local Plan, been implemented?</td>
<td>Teachers</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td></td>
<td>Guidance Pers.</td>
<td>Doc. Review</td>
</tr>
<tr>
<td></td>
<td>Program doc.</td>
<td></td>
</tr>
<tr>
<td>3.3 Have procedures and goals for the training of administrative and supervisory</td>
<td>Principals</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td>personnel, as described in the Local Plan, been implemented?</td>
<td>Supervisors</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td></td>
<td>Program doc.</td>
<td>Doc. Review</td>
</tr>
<tr>
<td>3.4 Are appropriate criteria established and used in selecting teachers who work</td>
<td>Supervisors</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td>with identified students?</td>
<td>Principals</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>Doc. Review</td>
</tr>
<tr>
<td>3.5 Are personnel involved in the staff selection process adequately informed</td>
<td>Supervisors</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td>about the educational needs of the gifted?</td>
<td>Principals</td>
<td></td>
</tr>
</tbody>
</table>
## EVALUATION PLANNING CHART

### COMPONENT: PERSONNEL SELECTION AND STAFF DEVELOPMENT

<table>
<thead>
<tr>
<th>EVALUATION QUESTION</th>
<th>SOURCE</th>
<th>DATA COLLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the program coordinator have adequate time for performing responsibilities effectively?</td>
<td>Program staff, Supervisors, Program doc.</td>
<td>Interview, Survey &amp; Int., Doc. Review</td>
</tr>
<tr>
<td>Does staff development provide general knowledge about characteristics, needs, identification, instructional differentiation, and state regulations for serving gifted students?</td>
<td>Program staff, Principals, Teachers, Guidance Pers., Supervisors, Program doc.</td>
<td>Survey &amp; Int., Staff Dev Quest, Staff Dev Quest, Staff Dev Quest, Staff Dev Quest, Doc. Review</td>
</tr>
<tr>
<td>Does staff development provide specific knowledge about the division's policies, procedures, and program design?</td>
<td>Program staff, Principals, Teachers, Guidance Pers., Supervisors, Program doc.</td>
<td>Survey &amp; Int., Staff Dev Quest, Staff Dev Quest, Staff Dev Quest, Staff Dev Quest, Doc. Review</td>
</tr>
<tr>
<td>Does staff development provide specific training related to the particular responsibilities of each audience?</td>
<td>Program staff, Teachers, Guidance Pers., Supervisors, Program doc.</td>
<td>Interview, Survey &amp; Int., Survey &amp; Int., Survey &amp; Int., Doc. Review</td>
</tr>
</tbody>
</table>
### EVALUATION PLANNING CHART

**COMPONENT: PERSONNEL SELECTION AND STAFF DEVELOPMENT**

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<th>EVALUATION QUESTION</th>
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<th>DATA COLLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.10 Is staff development on-going and congruent with the individual participant's level of expertise?</td>
<td>Program staff, Principals, Teachers, Guidance pers., Supervisors, Program doc.</td>
<td>Interview, Survey &amp; Int., Survey &amp; Int., Survey &amp; Int., Survey &amp; Int., Doc. Review</td>
</tr>
<tr>
<td>3.11 Is staff development based on the division's program design and goals?</td>
<td>Program staff, Program doc.</td>
<td>Interview, Doc. Review</td>
</tr>
<tr>
<td>3.13 Are procedures established for on-going internal evaluation of staff development activities?</td>
<td>Program staff, Program doc.</td>
<td>Interview, Doc. Review</td>
</tr>
<tr>
<td>EVALUATION QUESTION</td>
<td>SOURCE</td>
<td>DATA COLLECTION</td>
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<tr>
<td>-----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>4.1 Does a local advisory committee, composed of parents, teachers, community</td>
<td>Advisory Com.</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td>members, and others, function to review the local plan annually and to advise</td>
<td>Program Doc.</td>
<td>Doc. Review</td>
</tr>
<tr>
<td>the school board through the division superintendent on the educational needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of gifted students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2 Are state funds administered by the Department of Education for the education</td>
<td>Program staff</td>
<td>Interview</td>
</tr>
<tr>
<td>of gifted students used to support only those activities identified in the school</td>
<td>Program Doc.</td>
<td>Doc. Review</td>
</tr>
<tr>
<td>division's plan as approved by the Board of Education?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3 Is input from the local advisory committee used in the program development</td>
<td>Program staff</td>
<td>Interview</td>
</tr>
<tr>
<td>process?</td>
<td>Advisory Com.</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td>Program Doc.</td>
<td>Doc. Review</td>
<td></td>
</tr>
<tr>
<td>4.4 Is input from administrators, teachers, the community, and the program staff</td>
<td>Program staff</td>
<td>Interview</td>
</tr>
<tr>
<td>used in guiding program development?</td>
<td>Principals</td>
<td>Survey &amp; int.</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td>4.5 Are the roles and responsibilities of all personnel clearly delineated?</td>
<td>Program staff</td>
<td>Interview</td>
</tr>
<tr>
<td></td>
<td>Principals</td>
<td>Survey &amp; Int.</td>
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<tr>
<td></td>
<td>Teachers</td>
<td>Survey &amp; Int.</td>
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<td></td>
<td>Program Doc.</td>
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## EVALUATION PLANNING CHART

### COMPONENT: PROGRAM ADMINISTRATION AND SUPPORT

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<tbody>
<tr>
<td>4.6 Does the program provide clear communication with school personnel regarding the long-term and short-term program goals?</td>
<td>Principals</td>
<td>Survey &amp; Int.</td>
</tr>
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<td></td>
<td>Teachers</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td></td>
<td>Program Doc.</td>
<td>Doc. Review</td>
</tr>
<tr>
<td>4.7 Does the program provide clear communication with parents regarding the long-term and short-term program goals?</td>
<td>Parents</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td></td>
<td>Program Doc.</td>
<td>Doc. Review</td>
</tr>
<tr>
<td>4.8 Does the program provide clear communication with school personnel regarding program procedures?</td>
<td>Principals</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td></td>
<td>Program Doc.</td>
<td>Doc. Review</td>
</tr>
<tr>
<td>4.9 Does the program provide clear communication with parents regarding program procedures?</td>
<td>Parents</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td></td>
<td>Program Doc.</td>
<td>Doc. Review</td>
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<tr>
<td>4.10 Does the program provide clear communication between parents and teachers regarding students' progress in the program?</td>
<td>Principals</td>
<td>Survey &amp; Int.</td>
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<tr>
<td></td>
<td>Teachers</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td></td>
<td>Parents</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td></td>
<td>Program Doc.</td>
<td>Doc. Review</td>
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<tr>
<td>4.11 Is local support for the program evidenced through local supplement to the budget for the program?</td>
<td>Program staff</td>
<td>Interview</td>
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<tr>
<td></td>
<td>Program Doc.</td>
<td>Doc. Review</td>
</tr>
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<tr>
<td>4.12 Do principals support program implementation within the school system's guidelines?</td>
<td>Program staff</td>
<td>Interview</td>
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<tr>
<td></td>
<td>Principals</td>
<td>Survey &amp; Int.</td>
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<tr>
<td>4.13 Is coordination between grades and schools provided to ensure continuity of programs as students progress?</td>
<td>Program staff</td>
<td>Interview</td>
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<tr>
<td></td>
<td>Principals</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td></td>
<td>Program Doc.</td>
<td>Doc. Review</td>
</tr>
<tr>
<td>4.14 Is there an effective and efficient process for the selection and purchase of instructional resources?</td>
<td>Program staff</td>
<td>Interview</td>
</tr>
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<td></td>
<td>Teachers</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td>4.15 Is a systematic plan for internal evaluation part of the program development process?</td>
<td>Program staff</td>
<td>Interview</td>
</tr>
<tr>
<td></td>
<td>Program Doc.</td>
<td>Doc. Review</td>
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<tr>
<td>4.16 Are evaluation results communicated in a timely and meaningful way to program decision-makers and, as appropriate, to parents and the community?</td>
<td>Program staff</td>
<td>Interview</td>
</tr>
<tr>
<td></td>
<td>Advisory Com.</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td></td>
<td>Program Doc.</td>
<td>Doc. Review</td>
</tr>
<tr>
<td>4.17 Is there evidence of support for the program among teachers, parents, and students?</td>
<td>Teachers</td>
<td>Survey &amp; Int.</td>
</tr>
<tr>
<td></td>
<td>Principals</td>
<td>Survey &amp; Int.</td>
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<tr>
<td></td>
<td>Guidance pers.</td>
<td>Survey &amp; Int.</td>
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<td>Parents</td>
<td>Survey &amp; Int.</td>
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<tr>
<td></td>
<td>Students</td>
<td>Survey &amp; Int.</td>
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</tbody>
</table>
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 responsibilities 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.

ADMINISTRATIVE 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)
APPENDIX A

PROGRAM DESCRIPTION FORMS
## PROGRAM DESCRIPTION

### I. IDENTIFICATION

<table>
<thead>
<tr>
<th>GENERAL INTELLECT.</th>
<th>SPECIFIC ACADEMIC</th>
<th>VISUAL AND PERFORMING ARTS</th>
<th>PRACT. PSYCHO-ARTS</th>
<th>SOCIAL PRODUCT</th>
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<tbody>
<tr>
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<td>A</td>
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<td>11</td>
<td>12</td>
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**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

<table>
<thead>
<tr>
<th>GENERAL INTELLECT.</th>
<th>SPECIFIC ACADEMIC</th>
<th>VISUAL AND PERFORMING ARTS</th>
<th>PRACT. ARTS</th>
<th>PSYCHO-SOCIAL</th>
<th>CREATIVE/PRODUCT</th>
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Codes:

1 = full time homogeneous groupings 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Level</th>
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C. PROGRAM STAFF: PART-TIME

<table>
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<tr>
<th>Position</th>
<th>Number</th>
<th>Perc. time</th>
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</table>
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.
VI. PROJECTED CHANGES

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

Grade levels: ________________________________________________

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

<table>
<thead>
<tr>
<th>Concern</th>
<th>Program Area</th>
<th>Component</th>
<th>Grade levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>inadequate instructional differentiation in regular classes</td>
<td>Specific</td>
<td>2</td>
<td>9-12</td>
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<td>Academic</td>
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</table>
# EVALUATION PLANNING WORKSHEET

<table>
<thead>
<tr>
<th>EVALUATION QUESTION</th>
<th>SOURCES</th>
<th>DATA COLLECTION METHODS</th>
<th>RESPONSIBILITY</th>
<th>DATE</th>
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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 (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 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.
GIFTED PROGRAM STAFF QUESTIONNAIRE

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.
GIFTED PROGRAM STAFF QUESTIONNAIRE

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.
GIFTED PROGRAM STAFF QUESTIONNAIRE

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.
GIFTED PROGRAM STAFF QUESTIONNAIRE

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.
GIFTED PROGRAM STAFF 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 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.
### GIFTED PROGRAM STAFF QUESTIONNAIRE

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.
GIFTED PROGRAM STAFF QUESTIONNAIRE

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
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 your 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
PRINCIPAL'S QUESTIONNAIRE

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 through 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
PRINCIPAL'S QUESTIONNAIRE

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
PRIINCIPAL'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
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
GUIDANCE COUNSELORS' QUESTIONNAIRE

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 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.

1.18 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.
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

1.13 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

1.16 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
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.

2.3 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
CLASSROOM TEACHERS' QUESTIONNAIRE

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 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 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

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CLASSROOM TEACHERS' QUESTIONNAIRE

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 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
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
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
ADVISORY 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
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
SECONDARY STUDENTS' QUESTIONNAIRE

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
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.
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  1.1
  - Letters/Memos to Teachers, Parents, Administrators, others concerning referral

- 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  1.19, 2.1, 2.12, 4.13

- Sampling of Permanent or Cumulative Records of Identified Gifted Students, K-12  1.1, 1.13, 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

- Identification Plan  1.14, 1.15, 1.17, 1.18, 1.19, 2.11, 2.12, 4.13
  - Identification Component
  - Program Design Component

- 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

**Program Description from Evaluation Design (Section I)**

- *Program or Curriculum Guides, or Enrichment Units* 2.1, 2.2, 2.4, 2.5, 2.6

- *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 2.1, 2.6, 2.7, 2.18, 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

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

Sampling of Confidential Files

- Are referrals sought actively from more than one source? __Yes __No

Sampling of Confidential Files

- 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

Sampling of Confidential Files

- Are multiple types of data collected for all students? __Yes __No

- 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 for 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.

- 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 on going process extending from school entry through all grades?
  - Yes __ No
PROGRAM DOCUMENT REVIEW FORM

DOCUMENTS TO BE REVIEWED

1.14
Identification Plan
Memos concerning identification process
Sampling of Permanent Records of students
Sampling of Confidential Records

1.15
Identification Plan
Sampling of Confidential Records

1.18
Lists of students considered and those identified (or documentation of numbers of each) in most recent identification procedure for a given year.

1.19
Sampling of Confidential Records
Sampling of Permanent Records of gifted students

2.1
Local Plan
Individualized Plans or forms documenting individualization
Program Description
Curriculum Guides

2.2
Local Plan
Program Description
Curriculum Guides
Teacher Manuals or Guidelines
PROGRAM DOCUMENT REVIEW FORM

DOCUMENTS TO BE REVIEWED

QUESTIONS TO BE ANSWERED

2.4
Program Description
- Does the implemented program serve students in kindergarten through grade 12? [Yes No]

Sampling of Confidential Records, for students in grades K-12.
Curriculum Guides
Program communiqués, such as letters to parents or newsletters
Individual educational plans, or group educational plans for K-12.

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
Program Description
Sampling of Permanent Records
Sampling of Confidential Records

- Is differentiated instruction for each area served sequential? [Yes No]

- 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

2.18
Program Description
- Are the guidance and counseling needs of identified students being addressed by the program? _Yes _No

2.19
List of Resource People and Materials Used
- Are resources beyond the school setting used to provide educational experiences? _Yes _No

2.20
Program Description and Goals
- Do these resources have a positive relationship to instructional program? _Yes _No

3.1
Job Descriptions for personnel serving identified students
- 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
- Have procedures and goals for the training of instructional 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
- Have procedures and goals for the training of administrative personnel been implemented as described in the Local Plan? _Yes _No

3.4
Written criteria for selection of teachers to work with identified students
- Are criteria established for selecting teachers who work with identified students? _Yes _No

Job Descriptions for teachers working with identified students
- If "Yes", are these criteria appropriate? _Yes _No
<table>
<thead>
<tr>
<th>DOCUMENTS TO BE REVIEWED</th>
<th>QUESTIONS TO BE ANSWERED</th>
</tr>
</thead>
</table>
| 3.6 Job Description 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 | Does staff development provide general knowledge about identification?  

Yes No  

Characteristics of gifted and Needs of G/T  

Instructional areas listed to the right? Check those areas addressed.  

School Division at the right were addressed through procedures staff development activities? Check design those areas addressed.  

Instructional needs of G/T any of the  

Identification |
| 3.8 Memos/Announcements of In-service training opportunities | What areas listed at the right were School Division policies addressed through procedures staff development program design activities? Check those areas addressed.  

Instructional needs of G/T any of the  

Identification |
| 3.9 Memos/Announcements of In-service training opportunities | 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.  

Yes No  

Instructional needs of G/T any of the  

Identification  

Instructional needs of G/T any of the  

Identification  

Instructional needs of G/T any of the  

Identification  

Instructional needs of G/T any of the  

Identification |
| 3.10 Memos/Announcements of In-service training opportunities | Is staff development an on-going process?  

Yes No  

Instructional needs of G/T any of the  

Identification  

Instructional needs of G/T any of the  

Identification  

Instructional needs of G/T any of the  

Identification  

Instructional needs of G/T any of the  

Identification |
| 3.11 Memos/Announcements of In-service training opportunities | Are staff development activities consistent with the division's program design and goals?  

Yes No  

Instructional needs of G/T any of the  

Identification  

Instructional needs of G/T any of the  

Identification  

Instructional needs of G/T any of the  

Identification  

Instructional needs of G/T any of the  

Identification  

Instructional needs of G/T any of the  

Identification |

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PROGRAM DOCUMENT REVIEW FORM

 DOCUMENTS TO BE REVIEWED  QUESTIONS TO BE ANSWERED

3.13
In-service training evaluation forms
Cours3 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
- 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? _Yes _No
Check the personnel for whom they are defined.

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

4.7
Program Communiques (brochures, newsletters) Letters to Parents Agendas of parent meetings Student and/or parent handbook

QUESTIONS TO BE ANSWERED

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

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 procedures?

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?

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?

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?

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?

4.15
Internal evaluation plan Internal evaluation report Questionnaires, data collection sheets and other forms related to internal evaluation Program Description

Does a systematic plan for internal evaluation exist?

Have results from the internal evaluations of the past had an impact on program development?
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
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. - Are testing and evaluative materials nondiscriminatory, culturally and racially?
Rating scales used in the identification process, with accompanying manuals or descriptive information.

COMMENTS:

1.8 Identification component of Local Plan - Are identification criteria and procedures specific to the types of giftedness being assessed?
Program description of areas served and types of delivery systems used - Are identification criteria and procedures specific to the program in each area of giftedness served?

COMMENTS:

2.6 Program description of areas served and types of delivery systems used - Are the program delivery systems appropriate to the areas of giftedness served?

COMMENTS:

2.7 Curriculum Goals from Local Plan Curriculum Guides Program Description - Are instructional goals clearly specified?
- Are curriculum goals appropriate to the areas of giftedness served?

COMMENTS:

3.4 Written criteria for selection of teachers to work with identified students. - Are criteria clearly established for selecting teachers who work with identified students?
Job descriptions for teachers working with identified students - If "Yes", are these criteria appropriate?

COMMENTS:
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

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

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Rating</th>
</tr>
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<tbody>
<tr>
<td>2.3 Continuity of services is evident across grade levels.</td>
<td>X X X X</td>
</tr>
<tr>
<td>2.5 The curriculum goals and objectives of the program, as articulated in the Local Plan, are evident in the classroom.</td>
<td>X X X X</td>
</tr>
<tr>
<td>2.9 Instructional methods used in classrooms are appropriate for developing stated curriculum goals.</td>
<td>X X X X</td>
</tr>
<tr>
<td>2.11 Student assignments and products are appropriate for developing the curriculum goals.</td>
<td>X X X X</td>
</tr>
<tr>
<td>2.17 Sufficient instructional time is provided to meet the instructional goals.</td>
<td>X X X X</td>
</tr>
<tr>
<td>2.21 There is evidence that instruction is effective in terms of the instructional goals.</td>
<td>X X X X</td>
</tr>
</tbody>
</table>
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.

160
137
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 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.

APPROPRIATE 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 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 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.