Evaluating Your Gifted Program:
Why? What? How?

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Welcome

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

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

(Brighton et al., 2005)
Step 1

Evaluation: WHY?
Evaluation Purpose

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

OPTIONS

OPTIONS

OPTIONS

OPTIONS

DECISION MAKING

EVALUATION

– J. S. Renzulli
Step 2
Evaluation: What?
Definition of a Program

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

<table>
<thead>
<tr>
<th>Resources</th>
<th>Context</th>
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<tr>
<td>Processes</td>
<td>Outcomes</td>
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<tr>
<td>Procedures</td>
<td>Goals</td>
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<td>Activities</td>
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Service Delivery Models

- Fulltime Class
- Special School
- Pull-out
- Within Class
- Cluster Grouping
Curriculum for Students with Gifts and Talents

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

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

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

Curriculum for Students with Gifts and Talents

Student Outcomes

Students with gifts and talents will:

a) demonstrate comprehension of a discipline as a system on knowledge.

b) analyze the content of a discipline in terms of major concepts, themes, and issues of that discipline.

c) analyze a concept, theme, problem, or issue within and across disciplines by using the different perspectives of those disciplines.

d) analyze the ethical dimensions of ideas, issues, problems, and themes.

e) explain the dynamic nature of knowledge and the interaction between culture and knowledge.
Prince George’s County (MD) Pull-out Program for Talented and Gifted Students

PROGRAM OBJECTIVES

• To provide regularly scheduled opportunities for students to *meet with their intellectual peers*;

• To provide a learning environment in which instructional strategies appropriate to the *unique learning characteristics of the intellectually gifted* are utilized;

• To acquire advanced competencies in:
  o higher level thinking skills
  o research skills
  o study skills
  o communication skills
  o problem solving skills
  o creative thinking skills
  o critical thinking skills

• To develop an understanding of the purposes and processes of self and group evaluation;

https://offices.pgcps.org/tag/Cards/TAG-Program-Models/
Prince George’s County (MD) Pull-out Program for Talented and Gifted Students

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

https://offices.pgcps.org/tag/Cards/TAG-Program-Models/
Prince George’s County (MD) Pull-out Program for Talented and Gifted Students

• To acquire advanced competencies in:
  – higher level thinking skills
  – problem solving skills
  – research skills
  – creative thinking skills
  – study skills
  – critical thinking skills
  – communication skills

• To develop an understanding of the purposes and process of self and group evaluation.

https://offices.pgcps.org/tag/Cards/TAG-Program-Models/
Prince George’s County (MD) TAG Centers for Talented and Gifted Students

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

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

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

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

## NAGC Programming Standard 3: Curriculum Planning and Instruction

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Evidence-Based Practices</th>
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<tbody>
<tr>
<td><strong>3.1. Curriculum Planning.</strong> Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.</td>
<td>3.1.1. Educators use local, state, and national content and technology standards to align, expand, enrich, and/or accelerate curriculum and instructional plans.</td>
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<tr>
<td></td>
<td>3.1.2. Educators design comprehensive and cohesive curriculum and use learning progressions to develop differentiated plans for Pre-K through grade 12 students with gifts and talents.</td>
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<td></td>
<td>3.1.4. Education design differentiated curriculum that incorporates advanced, conceptually challenging, in-depth, and complex content for students with gifts and talents.</td>
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STEP 3
Evaluation: How?
KEY FEATURES EVALUATION MODEL (Renzulli)

**Front-End Analysis (Input)**
- Select
- Adapt
- Construct

**Synthesis of Input Information**
A. Developing of a Data Gathering Matrix
B. Instrument Development

**Data Collection and Analysis**
- Administer Instruments
- Conduct Interviews
- Conduct Observations
- Tabulate
- Analyze
- Summarize

**File Evaluation Report**
A. Interim
B. Briefs
C. Final

**Graphic Representation**
- Narrative
- Statistical
- Observations
- Interviews
- Records
- Questionnaires

**Sources of Data**
- Tests
- Questionnaires
- Rating Scales
- Logs
- Checklists
- Interview Schedules
- Observational Systems
- Anecdotal Recording Systems
- Sociograms
- Inventories
Front-End Analysis (Input)

- Review of Program Records
- Open-Ended Questionnaires
- Interviews
- Observations
Synthesis of Input Information

Key Features

Sources of Data

Select
Construct

Tests
Rating Scales
Checklists
Observational Systems
Sociograms

Questionnaires
Logs
Interview Schedules
Anecdotal Recording Systems
Inventories
Key Features Evaluation System (Renzulli)

Administer Instruments

Conduct Interviews

Conduct Observations

Tabulate

Analyze

Summarize

Data Collection and Analysis
Key Features Evaluation System (Renzulli)

- Narrative
- Statistical
- Graphic

Recommendations

File Evaluation Reports
## Gifted Program Evaluation

### Key Features

<table>
<thead>
<tr>
<th>Sources of Data</th>
<th>Thinking Skills</th>
<th>Research Skills</th>
<th>Study Skills</th>
<th>Independent Study</th>
<th>Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Cornell Critical Thinking (pre/post)</td>
<td>Research Questionnaire (pre/post)</td>
<td>Teacher developed Rubric</td>
<td>Student Product Assessment Form</td>
<td>Teacher developed Rubric</td>
</tr>
<tr>
<td>Teachers</td>
<td>Teacher Questionnaire</td>
<td>Teacher Questionnaire</td>
<td>Administrator Questionnaire</td>
<td>Parent Questionnaire</td>
<td>Parent Questionnaire</td>
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</tbody>
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# Art Program Evaluation

<table>
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<th>Key Features</th>
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<tbody>
<tr>
<td></td>
<td>Writing Skills</td>
</tr>
<tr>
<td>Students</td>
<td>Writing samples (pre/post)</td>
</tr>
<tr>
<td>Teachers</td>
<td>Teacher Survey (pre/post)</td>
</tr>
<tr>
<td>Art Teachers</td>
<td>Art Teacher Survey (post)</td>
</tr>
</tbody>
</table>
**Strategies for Differentiated Instruction**  
(E. Jean Gubbins & Kristina Ayers Paul, 2009)

<table>
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<tr>
<th>Observation Framework</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1. Advanced Content</td>
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<tr>
<td>2. Advanced process skills (creative thinking, critical thinking, research skills)</td>
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<tr>
<td>3. Advanced products (research-based; use of technology)</td>
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<tr>
<td>4. Independent study based on assigned topic.</td>
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<td>5. Independent study based on self-selected topic.</td>
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### Classroom Activities

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

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<td>6. Students engaged in problem solving</td>
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<tr>
<td>7. Students implementing independent investigations</td>
<td></td>
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<tr>
<td>8. Students demonstrate high level of content knowledge</td>
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<td>9. Students engaged in learning environment</td>
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<tr>
<td>10. Students challenged by content</td>
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<tr>
<td>11. Student directed learning activities</td>
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<tr>
<td>12. Teacher directed learning activities</td>
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<tr>
<td>13. Students and teachers shared direction of learning activities.</td>
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Evaluation Findings

- Accurate
- Realistic
- Informative
- Guidance for future directions
Evaluation Report

Multiple Audiences

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

https://waospi.instructure.com/courses/34/files/11245?module_item_id=7777
Integrating Evaluation Plans into an Identification System
**Design**

- Build and enumerate robust and flexible identification criteria with consensus from multiple stakeholders.
- Design program goals, structure, theoretical basis, curriculum, student capacity, dosage, outcomes, etc.
- Create safeguards, progress-monitoring mechanisms, and procedures/avenues for redress and recalibration.

**Prepare**

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

**Implement**

- Identify
  - Use as wide a range of appropriate measures as possible to identify students, given the school's program.
  - For an accelerated math program, consider using test scores, teacher nominations, parent/peer/product ratings, and relevant grades.
  - For a creativity/enrichment program, consider using nominations and ratings from all parties, in addition to portfolios, products, or creativity tests.

**Double-check**

- Whoa there! Let's look at representation now. Does it seem like any population of students is being systematically denied entrance to the program? And, which other students are close to our measures' cut-offs? Might a trial period be appropriate?
- What is one last net we could throw out to gather more students?

**Recalibrate**

- Checks should be ongoing, transparent, and come from all involved parties (administrators, teachers, parents, and students).
- Compare observed outcomes to outcome goals; have students achieved at expected levels, or is there a gap? Are there gaps between student subgroups?
- Have results been reported faithfully and consistently to stakeholders? How can communication be improved across the system?

**Questions**

- What can the local system handle in terms of capacity? What is the school able to provide based on community values? What barriers exist for underserved groups?
- Consider your program:
  - For a program that focuses on advanced writing, what measures would be fair and appropriate? For a visual arts program? For leadership?
- Were all students successful throughout the program's course? Did certain students who you thought would succeed fail to do so? Why? Did certain "trial period" students succeed? Can the program be further expanded?
Design

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

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

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Were all students successful throughout the program's course? Did certain students who you thought would succeed fail to do so? Why? Did certain "trial period" students succeed? Can the program be further expanded?
Use feedback to adjust program design
Schoolwide Enrichment Model (3rd ed.)

Joseph S. Renzulli & Sally M. Reis

Resources


