

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

Lord, E. W. & Cotabish, A. (2010). Snapshot Survey of Gifted Programming Effectiveness Factors. In *Using the National Gifted Teacher Preparation Standards and NAGC Program Standards to Inform Practice*. Session presented at the 2010 Annual Meeting of the National Association for Gifted Children, Atlanta, GA.

Adapted from Marzano, R. J. (2003). Snapshot Survey of School Effectiveness Factors in *What works in schools: Translating research into action*. Alexandria, VA: ASCD.

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

Standard 1	Question 1				Question 2				Question 3				Are there policy implications?	
	To what extent do we engage in this behavior or address this issue?				How much will a change in our practices on this item increase access or the academic achievement of our students?				How much effort will it take to significantly change our practices regarding this issue?					
Gifted Education Program Standard 1: Learning and Development	Not at all			To a great extent	Not at all			To a great extent	Not at all			To a great extent		
EVIDENCE-BASED PRACTICES IN MY SCHOOL	1	2	3	4	1	2	3	4	1	2	3	4		
1.1.1 Educators engage students with gifts and talents in identifying interests, strengths, and gifts.														
1.1.2 Educators assist students with gifts and talents in developing identities supportive of achievement.														
1.2.1 Educators develop activities that match each student's developmental level and culture-based learning needs.														
1.3.1 Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities and strengths.														
1.3.2. Educators model respect for individuals with diverse abilities, strengths, and goals.														
1.4.1 Educators provide role models (e.g., through mentors, bibliotherapy) for students with gifts and talents that match their abilities and interests.														
1.4.2 Educators identify out-of-school learning opportunities that match their abilities and interests.														

	Question 1				Question 2				Question 3				Policy
	1	2	3	4	1	2	3	4	1	2	3	4	
EVIDENCE-BASED PRACTICES IN MY SCHOOL													
1.5.1. Educators collaborate with families in accessing resources to develop their child's talents.													
1.6.1. Educators design interventions to develop cognitive and affective growth that are based on research of effective practices.													
1.6.2. Educators develop specialized intervention services for students with gifts and talents who are underachieving and are now learning and developing their talents.													
1.7.1 Teachers enable students to identify their preferred approaches to learning, accommodate these preferences, and expand them.													
1.8.1. Educators provide students with college and career guidance that is consistent with their strengths.													
1.8.2. Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness.													

Standard 2	Question 1				Question 2				Question 3				Are there policy implications?
	To what extent do we engage in this behavior or address this issue?				How much will a change in our practices on this item increase access or the academic achievement of our students?				How much effort will it take to significantly change our practices regarding this issue?				
Gifted Education Program Standard 2: Assessment	Not at all			To a great extent	Not at all			To a great extent	Not at all			To a great extent	
EVIDENCE-BASED PRACTICES IN MY SCHOOL	1	2	3	4	1	2	3	4	1	2	3	4	
2.1.1. Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.													
2.1.2. Educators provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.													
2.2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.													
2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.													
2.2.3 Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose.													
2.2.4. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning.													

EVIDENCE-BASED PRACTICES IN MY SCHOOL	Question 1				Question 2				Question 3				Policy
	1	2	3	4	1	2	3	4	1	2	3	4	
2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.													
2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.													
2.3.1. Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats.													
2.3.2. Educators understand and implement district and state policies designed to foster equity in gifted programming and services.													
2.3.3. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.													
2.4.1. Educators use differentiated pre- and post-performance-based assessments to measure the progress of students with gifts and talents.													
2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents.													
2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents.													
2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention.													

	Question 1				Question 2				Question 3				Policy	
	1	2	3	4	1	2	3	4	1	2	3	4		
EVIDENCE-BASED PRACTICES IN MY SCHOOL														
2.4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.														
2.5.1. Educators ensure that the assessments used in the identification and evaluation processes are reliable and valid for each instrument's purpose, allow for above-grade-level performance, and allow for diverse perspectives.														
2.5.2. Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.														
2.5.3. Educators assess the quantity, quality, and appropriateness of the programming and services provided for students with gifts and talents by disaggregating assessment data and yearly progress data and making the results public. (PK-12: 4.0)														
2.6.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.														
2.6.2. The evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional development, (g) parent/guardian and community involvement, (h) programming resources, and (i) programming design, management, and delivery.														
2.6.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.														