



NATIONAL ASSOCIATION FOR

Gifted Children

Balancing Meaningful and Manageable: Self-Assessment for Program Evaluation and Continuous Improvement

Michelle Swain & Roger Dowd



@NAGCGifted

NAGC 2021 Pre-Convention Session

#GiftedMinds

Session Objectives

- Become familiar with local and national programming standards
- Understand how to assess the current standard of gifted programming using a variety of tools and resources
- Learn how to develop an action plan of next steps for program improvement

Local, State, National Standards

Session Objectives

What are the local and national programming standards that govern your work?

- [NAGC Standards online](#), updated 2019
- [Neumeister/Burney book](#), 2012
- [NAGC Standards book](#), 2012

Assessing the Standards of Gifted Programming

Well Check

What is the current status of your Gifted Program?

Please complete the [“Master Checklist of Gifted Program Elements for Self Assessment”](#), [Section on “Program Evaluation”](#),

Questions #38-41 to self assess the current status of your program.

Share the results with your shoulder partner. Collaborate as to how you could assess and impact these items.

Program Evaluation Items	No Evidence	Some Evidence	In Place	Comments
38. The district uses multiple strategies to assess gifted student performance and growth.				
39. All components of the high ability program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program improvement.				
40. The evaluation report for all educational services involving gifted students includes both strengths and areas of challenge of the program and is accompanied by a plan with implications for improvement and renewal over time.				
41. The results of the program evaluation are presented to the local school board, the stakeholder group, and accessible to all constituencies of the program.				

Steps to a Successful Gifted Program Evaluation

1. Determine the scope of the project
2. Determine a structure for framing the assessment
3. Organize the process
4. Decide what types of data to collect
5. Summarize the findings and make recommendations
6. Develop an action plan for addressing the recommendations

Key Takeaways

- Begin with the end in mind - What is your goal? What do you want to highlight? What needs focus or attention? What do you want to improve?
- Define your audience - Who will receive your final evaluation report? Department? Organizational leadership? Governing board? Community? State department?
- Be open to what you might find - Let the data speak for itself.
- Enlist the help of others - Don't try to manage everything by yourself.
- Engage student voice - How is the work impacting your gifted learners?
- Have an equity lens - Are processes and procedures structured to intentionally include learners from all student groups? Are student groups equally successful?

Resources to Support Program Evaluation

- [NAGC Administrator Toolbox](#)
- [NAGC Master Checklist of Gifted Program Elements for Self-Assessment](#)
- CO Dept of Education: [Program Evaluation Guidance Document \(PDF\)](#)
- [Heartland AEA Self-Audit & Reflection Tool \(SART\)](#)

Developing an Action Plan

Developing an Action Plan

9. DEVELOP AN ACTION PLAN

The final step of program evaluation includes the committee coming together to summarize the findings, determine priorities, make recommendations and develop an action plan to yield the most effective change. An action plan may include:



CDE [Program Evaluation Guidance Document \(PDF\)](#)

[also see the [Heartland AEA Self-Audit & Reflection Tool \(SART\)](#)]

Resources to Support Developing an Action Plan

[NAGC PreK-Grade 12 gifted Education Programming Standards: A Guide to Planning and Implementing High-Quality Services](#) edited by Susan K. Johnsen, Ph.D.

[Designing Gifted Education Programs and Services: From Purpose to Implementation](#) by Scott J. Peters, Ph.D., and Dina Brulles, Ph.D.

[Gifted Program Evaluation: A Handbook for Administrators & Coordinators](#) by Kristie Speirs Neumeister, Ph.D., and Virginia H. Burney, Ph.D. co-published with NAGC

[Designing Sevices & Programs for High-Abilty Learners: A Guidebook for Gifted Education \(2nd Ed\)](#) edited by Rebecca Ekert and Jennifer Robins (NAGC/Corwin Press, 2017).

Q&A



NAGC Gifted Coordinators Network Table Talk

Wednesday, November 17 at 12:00 PM ET

"Putting Learning into Practice" How will we use what we learned from the conference to transform our local practices?



Table Talk Questions: Program Evaluation

- Why do you want to undertake a program evaluation?
- Who do you need to include in your program evaluation?
- Are our processes and procedures structured to intentionally include learners from all student groups?
- How do we know the work we are doing is impacting our gifted learners?
- How are our central policies and procedures being implemented in schools?



NATIONAL ASSOCIATION FOR
Gifted Children



@NAGCGifted

#GiftedMinds