

Table 1

*Sample Evaluation Questions*

Program Component	Sample Evaluation Questions
Definition of Gifted and Identification of Gifted Students	<p>To what degree:</p> <ul style="list-style-type: none"> <li>• Do stakeholders in the school district agree upon a clear definition of giftedness?</li> <li>• Is the definition of giftedness adopted by the school district reflective of current theory and research in gifted education?</li> <li>• Do program administrators effectively communicate the definition of giftedness to primary stakeholders?</li> <li>• Does the philosophy of the school district incorporate options for a continuum of services across grades K-12?</li> <li>• Does the identification process reflect the school district's definition of giftedness?</li> <li>• Are the instruments used in the nomination, screening and identification process valid for identifying the types of giftedness included in the school division's definition of giftedness?</li> <li>• Are the instruments used in the identification process free of racial, gender, and other biases?</li> <li>• Is the nomination process ongoing, and does it allow for identification at any time in a student's school career?</li> <li>• Does the identification process yield data useful for appropriate placement of students?</li> <li>• Does the identification process guide curricular differentiation for the students identified?</li> </ul>
Curriculum Development	<p>To what degree:</p> <ul style="list-style-type: none"> <li>• Is the curriculum scope and sequence clearly specified?</li> <li>• Is the curriculum likely to lead to the stated learning goals for services offered to gifted students?</li> <li>• Is the curriculum structured to address needs of students defined and identified?</li> <li>• Does the curriculum reflect content, process, and products that are appropriately differentiated from those of the regular curriculum?</li> <li>• Is the curriculum representative of the most current theory and research in gifted education?</li> <li>• Does the curriculum reflect planning based on preassessment of current level of student performance and readiness?</li> <li>• Does the curriculum provide appropriate levels of challenge for all identified gifted learners?</li> </ul>

Table 1 (continued)

Sample Evaluation Questions

Program Component	Sample Evaluation Questions
Instruction	<p>To what degree:</p> <ul style="list-style-type: none"> <li>• Do students create products reflecting real-life solutions to real problems using the methodology of professionals in the disciplines?</li> <li>• Do students develop complex and in-depth understandings of key concepts from the disciplines?</li> <li>• Do students develop mastery of the critical thinking skills of analytical reasoning, discriminating fact from opinion, inference, and prioritizing?</li> <li>• Do students develop independence and self-directed learning?</li> <li>• Does instruction provide for modifications according to student interests, readiness, and learning style?</li> <li>• Do instructional modifications include both acceleration and enrichment, as appropriate?</li> </ul>
Guidance and Counseling	<p>To what degree:</p> <ul style="list-style-type: none"> <li>• Do counseling staff have knowledge of the differing social and emotional needs of gifted students?</li> <li>• Have counselors been provided adequate staff development in strategies for meeting the needs of gifted students?</li> <li>• Are gifted students provided career and college guidance programs differentiated for their needs?</li> <li>• Are gifted underachievers provided services as gifted students?</li> </ul>
Program Administration and Management	<p>To what degree:</p> <ul style="list-style-type: none"> <li>• Is communication between and among stakeholders adequate for informed decision-making?</li> <li>• Do students and teachers have access to state of the art technology to support the curriculum and instructional program?</li> <li>• Is there clear coordination between the general education program and services for gifted students?</li> <li>• Are teaching staff fully informed of the goals and objectives of the program—cognitive and affective?</li> <li>• Is strategic planning an ongoing and effective component of program administration?</li> </ul>
Staff Development	<p>To what degree:</p> <ul style="list-style-type: none"> <li>• Is there a clearly articulated staff development plan based on a needs assessment of teachers, support staff, and administrators?</li> <li>• Is time allotted to teaching staff to prepare and practice (with coaching support) the implementation of skills presented during staff development workshops?</li> <li>• Do teachers develop and demonstrate greater competency and use of compacting skills?</li> <li>• Do teachers implement preassessment strategies prior to the teaching of a unit and demonstrate other skills presented in staff development sessions when planning and implementing classroom instruction?</li> <li>• Are teachers able to articulate the variety of ways in which particular characteristics of giftedness will be manifested in diverse populations?</li> </ul>
Program Design	<p>To what degree:</p> <ul style="list-style-type: none"> <li>• Do gifted learners have access to a continuum of program services based on learner needs?</li> <li>• Is program design reflective of the school district's philosophy of gifted education?</li> <li>• Are options provided for early entrance to kindergarten, grade skipping, ability grouping, and dual enrollment?</li> <li>• Are all students provided access to these services based on careful assessment of need?</li> <li>• Are programming options integrated with the school program?</li> <li>• Is flexible grouping used appropriately both in the general education classroom and in special classes for gifted students?</li> </ul>