Award Committee Report to the Board  
March 2015  
Chair, Elizabeth Shaunessy-Dedrick

The awards committee met at NAGC on Friday, November 14, from 11:45 to 1:30. We have also communicated electronically since the meeting to address several issues. Committee actions are listed below. On the following pages, there are 3 requests for Board action.

Following a review of the committee’s bylaws from NAGC’s Governance Policy and a discussion of award and evaluation criteria, we completed the following tasks:

A. Established tentative timeline for 2015 Awards call for nominations, applications, and reviewed evaluation schedule. Members present agreed to the proposed timeline.

B. Agreed to annually review at least 1 current award criteria and evaluation metric and refine as necessary. A systematic schedule of review rotation will be identified and posted in a regular committee-only meeting space online for long-term guidance and planning. Christine Briggs of the committee has developed achievement levels for each criterion in the District Gifted Coordinator Award, such that the following criteria will be scored according to whether reviewers deem the applicant “meets expectations, exceeds expectations” or is “outstanding.” (rubric is attached with action item #XXX)

C. To ensure greater equity in application materials and to reduce the time needed to review all submitted documents, the Awards Committee has defined the maximum number of documents to submit for each award. They are:
   1. 1 letter of nomination outlining how the nominee meets award criteria
   2. 2 letters of support from 2 individuals other than the nominator.
   3. Nomination and support letters may be as long as 1,000 words, but longer documents are not considered.
   4. Exception: Administrator award calls for letters from nominee, parent, student, and teacher; these criteria shall remain.
   5. Supporting documents are accepted where appropriate

D. Recruitment -- To increase the number of individual nominations received, the Awards Committee recommends that NAGC continue sending regular email blasts with reminders, perhaps also publicize awards nominations are open through Affiliates, and encourage NAGC publications groups to feature one or more of the recipients in publications suited to the audience of readership.

There are three requests for Board decisions on the following pages.
Award Policy Revisions

In order to increase transparency and ensure trust in the Awards process, the Awards Committee would like the board to revise Awards Policy 8.2.9 to align with II.3 Conflict of Interest Policy.

Based on a review of the governance policy II.3 Conflict of Interest, the committee requests that the Board add the following to the Awards Policy 8.2.9 (see Appendix A)

1. Awards Committee members who nominate potential award recipients remove themselves from Awards Committee service.

2. NAGC staff assigned to monitor NAGC Awards nominations and applications note when submissions involve Awards Committee members and communicate accordingly to Awards Committee.

3. Awards committee recruitment information and application materials specify that current members of the NAGC Awards Committee may not nominate or write a letter of support for potential award recipients.

4. Current Awards Committee members are not eligible for NAGC Awards until after they have completed their term of service to the Awards Committee.
District Coordinator Award Revisions (Appendix B)

The Awards Committee asks that the Board approve the following two changes to the District Coordinator award:
1) a maximum of 3 District Gifted Coordinator awards be presented each year, and
2) one award is reserved specifically for a Gifted Coordinator of a Rural district.

The 2013-2014 Awards Committee members reviewed the NAGC District Gifted Coordinator Award and provided modifications for selection according to district size. The catalyst for this consideration was the discrepancy between what may occur in small districts may be vastly different from opportunities in large districts, which poses a disadvantage for potential applicants in rural districts. Based on the input received from the committee, we opted to follow current NCES definitions (http://nces.ed.gov/surveys/ruraled/definitions.asp) in distinguishing rural districts from those in other locales.

Currently there is no minimum or maximum on the number of District Coordinator awards that may be presented in one year.
Hollingworth Award Revisions
The committee noticed that it would be possible for someone to apply for the Hollingworth award based on doctoral research. It was felt that this research grant was not intended for doctoral research.

_The committee asks that the Board restrict the Hollingworth Award to non-doctoral research._ Alicia Cotabish initiated text changes for the Hollingworth Award, which are noted in Appendix C. The central modification to this award is the distinction between student work (which is recognized in graduate and doctoral-level awards) and work completed via other associations.
Appendix A

POLICY TITLE: Awards Committee

RESPONSIBILITY OF: Awards Committee

APPROVED ON: 11/07/07

PREPARED BY: Green/Olszewski-Kubilius

NEXT REVIEW: 00/00/00

I. STATEMENT OF PURPOSE

This policy and procedure addresses the purpose, composition, and functioning of the Awards Committee. In performing its duties, the Committee will maintain close working relationships with the NAGC office and Board of Directors, the NAGC Parent Committee, Graduate Student Committee, Diversity Committee, Leadership Development Committee, the NAGC Networks and other organizations that might be a source of award candidates.

II. POLICY STATEMENT

Charge: The committee will review nominations annually for awards specified by the Board, evaluate them according to approved criteria, and select award recipients. It will also screen applicants for scholarships and recommend recipients. On a periodic basis, the Awards Committee will also review awards criteria, the number and types of awards and the number of submissions to ensure the continued success of the program. Awards will be presented by the chair or designee of the committee at the annual convention.

1. Chair: Appointed by the President in conjunction with the Leadership Development Committee and approved by the Board of Directors. Serves a two-year term in conjunction with the NAGC President.

2. Roles and Responsibilities: The work of the Awards Committee includes the following:

   To work with the national office to enact the policies of NAGC regarding advertisement of awards to appropriate audiences in appropriate venues, recruitment of award candidates, and review of award candidates. The Awards Committee shall make a recommendation as to award recipients to the NAGC Board of Directors for approval. Specific responsibilities:
   - To provide recommendations to the Board of Directors regarding new awards, the elimination or consolidation of existing awards, changes in award criteria, or changes in the awards process,
   - To honor outgoing Board members and other individuals as needed with recognition for service.
   - To conduct, with the current leadership of the organization, the presentation of awards at the annual convention.
   - To evaluate and approve proposals from Networks for Network awards.

2. Conflict of Interest: No Awards Committee member may write a letter of
recommendation for any candidate, or nominate any candidate for an award while serving as a member of the Awards Committee.

- Awards Committee members who nominate potential award recipients remove themselves from Awards Committee service.
- NAGC staff assigned to monitor NAGC Awards nominations and applications note when submissions involve Awards Committee members and communicate accordingly to Awards Committee.
- Awards Committee recruitment information and application materials specify that current members of the NAGC Awards Committee may not nominate or write a letter of support for potential award recipients.
- Current Awards Committee members are not eligible for NAGC Awards until after they have completed their term of service to the Awards Committee.

4. **Membership:** Each committee member shall be a member of the association. The Committee will consist of a chair, and between eight (8) and 15 members. Members serve three-year staggered terms, with one-third rotating off each year. The Executive Director and Staff Liaison shall serve in ex-officio roles.

5. **Procedures:**

For each award, the Awards Committee shall create and/or use a rating scale or instrument to evaluate and compare award candidates that can be demonstrated to have content validity (i.e., the scale assesses the criteria specified for the award) and inter-rater reliability, and otherwise conforms to acceptable statistical standards for good rating scales. The Committee may seek the advice and guidance of a statistical consultant in the creation of the rating scales. The rating scales or instruments used for each award to assess and compare candidates shall be approved by the NAGC Board of Directors.

Awards Committee members shall evaluate each candidate who submitted all required documents by the specified time frame using approved rating scales and instruments and in accordance with stated awards criteria.

The Chair of the Awards Committee, or someone on the committee designated by the chair, shall compile data on the candidates for each award for review and discussion by other members of the Award Committee.

The Awards Committee, after consideration of the information and data on each award candidate, shall schedule a conference call to discuss finalists and then select award recipients to put forward to the NAGC Board of Directors.

The Chair of the Awards Committee shall present to the Board of Directors a summary of compiled data on each award applicant along with recommendations for award winners. Award recipients shall be approved by the Board of Directors.

The Chair of the Awards Committee, along with the President of NAGC, shall present awards to award winners at the annual convention.

The Awards Committee shall meet annually at the convention to review current awards,
awards process, and procedures and make recommendations for changes and revisions, including elimination or consolidation of old awards and creation of new awards. The Awards Committee chair shall present these recommendations to the Board of Directors.

The Awards Committee shall work with the staff of the national office to prepare and present awards (e.g. plaques) to outgoing members of the Board of Directors and other individuals the organization wishes to honor for completion of service to the organization or completion of term of office.

The Awards Committee shall review all proposals from the Networks for Network awards, insuring that they are consistent with the goals of NAGC, do not conflict or compete with other NAGC awards or activities, and that there are sufficient Network funds to support them, and make recommendations to the Board of Directors for approval.

6. Responsibilities of the National Office

The NAGC office shall post announcements of awards, application deadlines, criteria, etc. in all appropriate venues of the organization including but not limited to Compass Points and the NAGC website.

The NAGC office shall collect application materials for all awards, solicit needed application components from applicants or nominators as needed, prepare necessary copies and distribute to Awards Committee Members for review.

The NAGC office shall assist in the preparation of award plaques and certificates and make arrangements for presentation of awards at annual convention.

The NAGC office shall post the names of award winners in appropriate venues of the organization including the NAGC website, Compass Points, etc.

The NAGC office shall assist in the coordination of awards presentations at the annual convention.

Awards Given:
Current awards given by NAGC and for which the Awards Committee shall be responsible are:

- Distinguished Service Award
- Distinguished Scholar Award
- Early Leader Award
- Early Scholar Award
- Doctoral Student Award
- Masters’ and Specialists’ Award (formerly the Non-Doctoral Student Award)
- A. Harry Passow Classroom Teacher Scholarship
- Hollingworth Award
- NAGC Community Service Award
- NAGC/Ball State Administrator Award
- David W. Belin Advocacy Award
Committee Member ____________________ Nominee ____________________________________________

<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Restrictions Required</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Selection is based on evidence of significant contributions to gifted education in his/her district. This contribution may include:  
  • Development of district-wide gifted education programming that meets the needs of students  
  • Development is district-wide identification practices that minimize bias and effectively recognize students from all races, cultures, and socio-economic groups  
  • Articulation and coordination of programming designed to meet the academic and affective needs of gifted learners  
  • Professional development and support to teachers and principals related to the needs of gifted learners  
  • Advocacy within the district for gifted education services and other student needs | 1. The nominee must currently serve in the position of district coordinator/administrator or have served in that position during the previous 12 months  
  2. The nominees work focus is primarily gifted education  
  3. The nominee must influence gifted programming for the entire district (not just one school within the district) |       |

<table>
<thead>
<tr>
<th>Required materials submitted</th>
<th>Nomination form:</th>
<th>A minimum of 2 letters of Recommendation:</th>
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<tbody>
<tr>
<td></td>
<td>____ Yes</td>
<td>____ Yes</td>
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<td></td>
<td>____ No</td>
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Locale Category: Identify the locale information specific to your school district.

Example: Arlington Co. Public Schools, which serves 22,543 students, is characterized as have a Locale “City: Midsize.” Under the category “City” below, the nominee would mark “Midsize.”

The demands of district coordinators of gifted vary based on multiple variables, including the student enrollment and state/district policies. To recognize individuals from a variety of districts, the NAGC Awards Committee asks applicants to note the district locale according to the definitions utilized by the U.S. Department of Education. To search for your district’s locale information, visit [http://nces.ed.gov/ccd/districtsearch/](http://nces.ed.gov/ccd/districtsearch/). As many as 3 district coordinators may be awarded in a given year, with at least 1 from a rural area.

Select one Locale (Rural, Town, Suburb, City) from the options below and check the size:

<table>
<thead>
<tr>
<th>Rural</th>
<th>Town</th>
<th>Suburb</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____Fringe</td>
<td>_____Fringe</td>
<td>_____Large</td>
<td>_____Large</td>
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<tr>
<td>_____Distant</td>
<td>_____Distant</td>
<td>_____Midsize</td>
<td>_____Midsize</td>
</tr>
<tr>
<td>_____Remote</td>
<td>_____Remote</td>
<td>_____Small</td>
<td>_____Small</td>
</tr>
</tbody>
</table>
(This document shows the addition of the district size request and rubric qualifications for making decisions)

NAGC Gifted Coordinator Rubric

<table>
<thead>
<tr>
<th>Criteria to be Considered</th>
<th>Meets</th>
<th>Exceeds</th>
<th>Outstanding</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>Describes and shows evidence of implementation of culturally, linguistically and ethnically fair identification policies and procedures to address potential areas of bias or cultural differences that can exclude diverse populations</td>
<td>Provides evidence how he/she encouraged learning opportunities in classrooms for all students through providing opportunities for students to behaviors commonly associated with gifted characteristics.</td>
<td>Provides evidence how he/she identified, developed, and refined selected services to meet the cognitive and affective needs of students with gifts and talents.</td>
<td>Based on district needs, describes and shows evidence of development/selection and implementation of alternative identification (culturally, linguistically and ethnically fair) policies and procedures to address potential bias in the identification process and show a more inclusive identification process, particularly for cultural diverse, linguistic and ethnic groups.</td>
</tr>
<tr>
<td>Talent Spotting</td>
<td>Provides evidence how he/she encouraged learning opportunities in classrooms for all students through providing opportunities for students to behaviors commonly associated with gifted characteristics.</td>
<td>Provides evidence how he/she designed a culture of talent development within the district through a systematic plan for learning experiences within classroom and throughout the school day, or in other community settings, to encourage and support the demonstration of behaviors commonly associated with gifted characteristics.</td>
<td>Provides evidence how he/she identified, developed, expanded and improved a continuum of aligned programming options based on best practices and evidence-based research in gifted education.</td>
<td></td>
</tr>
<tr>
<td>Programming Options</td>
<td>Shows with evidence how he/she developed &amp; expanded programming options for students based on best practices gifted education.</td>
<td>Shows with evidence how he/she developed, expanded and improved the alignment of programming options based on best practices in gifted education.</td>
<td>Shows with evidence how he/she identified, developed, refined, and implemented a continuum of services to meet the range of cognitive and affective needs of students with gifts and talents.</td>
<td></td>
</tr>
<tr>
<td>Cognitive and Affective Needs</td>
<td>Provides evidence how he/she used a variety of services to meet cognitive and affective needs of students with gifts and talents.</td>
<td>Provides evidence how he/she identified, developed, and refined selected services to meet the cognitive and affective needs of students with gifts and talents.</td>
<td>Provides evidence how he/she identified, developed, refined, and implemented a continuum of services to meet the range of cognitive and affective needs of students with gifts and talents.</td>
<td></td>
</tr>
</tbody>
</table>

Committee Member ___________________________ Nominee ______________________________________
NAGC Gifted Coordinator Rubric

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<th>Exceeds</th>
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</thead>
<tbody>
<tr>
<td><strong>Curriculum and Instruction Strategies</strong></td>
<td>Shows with evidence how he/she adopted appropriate curriculum &amp; instruction strategies to meet the needs of students with gifts &amp; talents</td>
<td>Shows with evidence how he/she designed, developed and adopted appropriate curriculum &amp; instruction strategies to meet the needs of students with gifts &amp; talents</td>
<td>Shows with evidence how he/she designed, developed and adopted and evaluated the efficacy of appropriate curriculum &amp; instruction strategies to meet the needs of students with gifts &amp; talents and included the needs of underrepresented students</td>
<td></td>
</tr>
<tr>
<td><strong>Student Support Efforts</strong></td>
<td>Shows with evidence how he/she provided scaffolding to diverse populations, such as twice exceptional learners</td>
<td>Shows with evidence how he/she identified needs and provided scaffolding to diverse populations, such as twice exceptional learners</td>
<td>Shows with evidence how he/she identified needs, developed a support plan and provided scaffolding to diverse populations, such as twice exceptional learners</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Development Needs Assessment and Planning</strong></td>
<td>Provides evidence how he/she assessed and designed subsequent professional development to address the needs of students with gifts and talents</td>
<td>Provides evidence how he/she assessed professional development needs of all stakeholders (teachers, administration etc.) to design, develop, and implement PD to address the needs of students with gifts and talents</td>
<td>Provides evidence how he/she assessed PD needs of stakeholders (teachers, administration etc.) to design, develop, implement, and evaluate PD to systematically address the needs of students with gifts and talents with a shared vision</td>
<td></td>
</tr>
<tr>
<td><strong>Support Teachers with Training</strong></td>
<td>Provides evidence of how he/she supported teachers after PD training to meet the needs of students with gifts and talents</td>
<td>Provides evidence of how he/she supported teachers after PD to deliver district adopted programs in gifted curriculum and instruction</td>
<td>Provides evidence of how he/she supported teachers after PD to deliver district adopted programming, including how he/she provided additional guidance for those who needed it.</td>
<td></td>
</tr>
<tr>
<td><strong>Leadership supporting continuous programming</strong></td>
<td>Shows with evidence how he/she supported program growth through the use of data collection, evaluation and made changes to the program</td>
<td>Shows with evidence how he/she identified areas of potential program growth through the use of data collection, evaluation and how programming changes reflected data results</td>
<td>Shows with evidence how he/she demonstrated commitment to continuous program improvement, identifying areas of potential growth through use of data collection, evaluation using data to drive change and communicates programming change needs with all stakeholders</td>
<td></td>
</tr>
</tbody>
</table>
NAGC Gifted Coordinator Rubric

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</thead>
<tbody>
<tr>
<td>Coordination of services</td>
<td>Shows with evidence how he/she coordinated services for students with gifts and talents, general education &amp; special education</td>
<td>Shows with evidence how he/she developed and used a plan to coordinate services for students with gifts and talents in the areas of general education and special education</td>
<td>Shows with evidence how he/she designed, developed implemented, and systematically assessed a plan to coordinate programming for students with gifts and talents in the areas of general education, special education and other related services</td>
<td></td>
</tr>
<tr>
<td>Communication of gifted learner needs with stakeholders</td>
<td>Provides evidence of how he/she has been effective in communicating the needs of students with gifts and talents to fellow educators, district leaders, policy makers and other stakeholders</td>
<td>Provides evidence of how he/she planned and implemented multiple methods of effective communication about the needs of students with gifts and talents with fellow educators, district leaders, policy makers and other stakeholders</td>
<td>Provides with evidence how he/she planned and implemented methods of effective communication of the needs of students with gifts and talents with fellow educators, district leaders, policy makers and other stakeholders in the community advocating for students including those underrepresented in gifted programs</td>
<td></td>
</tr>
<tr>
<td>Working with families of students with gifts and talents</td>
<td>Provides evidence of how he/she worked with families of students with gifts and talents</td>
<td>Provides evidence of how he/she developed a plan to build collaboration between families and educators to support the needs of students with gifts and talents</td>
<td>Provides evidence of how he/she developed a plan and used this plan to create and continue to grow a shared effort of collaboration between families and educators to support the needs of students with gifts and talents</td>
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Hollingworth Award

The annual Hollingworth Award competition is sponsored by the National Association for Gifted Children (NAGC) to encourage educational and psychological research studies of potential benefit to gifted and talented children.

The award is named for Leta Stetter Hollingworth (1886 - 1939), a pioneer in the field of gifted education. Long associated with Teachers College of Columbia University, Dr. Hollingworth's many significant works include Gifted Children: Their Nature and Nuture, Children Above 180 I.Q., and Stanford-Binet: Origin and Development.

Award nominations are now open until May 4, 2015.

Who May Apply?
This international competition is open to individuals, educational institutions, and other organizations that present proposals for publishable research projects concerning gifted and talented youth. You may be a professor, educational administrator, psychologist, teacher, or other professional individual. The research projects may be sponsored by universities, schools systems, individual schools, public agencies, or private nonprofit organizations. *Graduate-level in-progress research is excluded from the competition. Individuals with in-progress or completed doctoral dissertation research or master’s thesis should consider submitting their paper for the Research and Evaluation Network Research Gala competition or the network’s Dissertation Award.

Submission Procedure/Checklist
The NAGC national office will make every effort to contact those who have nominated a colleague, or those who have nominated themselves, to let them know of any missing materials, provided the nomination packet arrives at least two weeks before the deadline.

• An approved research proposal in English; the proposal should not exceed 20 double-spaced typed pages, excluding appendices and other attachments.
• A 200-word abstract.
• A signed statement of approval from the sponsoring institution, if applicable.
• A brief letter of application stating: (1) applicant's work and home address, work and home phone numbers, and e-mail address; (2) current position and qualifications; (3) how the applicant learned of the award; and (4) estimated date of completion of the study.

Selection Criteria
The following criteria are considered in rating the proposals:

• Significance of the study in the field of gifted and talented education:
• The problem to be investigated is important and has a sound theoretical basis.
• Adequacy of research design:
Problem is clearly defined; proposal reflects an adequate knowledge of related research; objectives, questions to be answered, or hypothesis to be tested are well formulated and clearly stated; procedures to be followed include (where applicable) information on sampling techniques, controls, data to be gathered, instruments to be used, and statistical and/or other
analyses to be made. Instruments that are not reviewed in Buros' Mental Measurements Yearbooks should be appended.

- Adequacy of presentation:
  Writing should avoid jargon and be understandable to the educated layman.

**Miscellaneous**
Qualitative and other research methods are acceptable.
The rating form used to evaluate each component of the proposal as described above provides more information on the evaluation process.
One honorable mention for the award may be made.

**Award**
The recipient(s) of the award and the other applicants will be notified of the Awards Committee's decision in writing no later than August 31, 2015. The award consists of a cash grant, paid in two installments: first at the awards ceremony (during NAGC's 62st Annual Convention in Phoenix, AZ; November 12-15, 2015) and after receipt by the Chair of the Awards Committee of the final report after completion of the study.
- See more at: http://www.nagc.org/about/awards-recognition/hollingworth-award#sthash.ONQULX7v.dpuf