

# NAGC Programming Standards Self-Study Checklist

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## **NAGC Professional Standards Committee Self-Study Work Group**

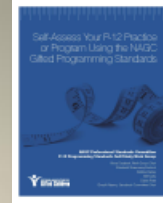
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## Models of Services In Gifted Education

- Early Grades
  - Talent Spotting
  - Pull-out Programs in Upper Elementary
  - Whole-group Enrichment
- Secondary Grades
  - Pull-out programs
  - Specialized Classes
  - Pre-AP
  - Honors Courses

## NAGC Self-Study Guide



- Why Self-Study guide?
  - To assist gifted program coordinators and teachers of the gifted in assessing programmatic and professional development needs in relation to implementing the six national gifted programming standards.
  - Intended for two audiences:
    - the gifted education teacher, whose focus is on student outcomes, and
    - the gifted program coordinator, whose responsibilities include not only addressing student outcomes throughout the school district but also on providing resources and support to teachers so that they implement best practices in gifted education.

## This Guide May Assist You With...

The self-study process found within this document may also assist teachers, program coordinators, and school leaders in:

- Planning programs in the early stages of development
- Conducting an internal analysis
- Defending plans/programs
- Documenting the need for the program
- Justifying programming approach
- Identifying program strengths and weaknesses
- Determining new directions or components
- Providing support to maintain current programs and services

# Organization of the Guide

## Introduction

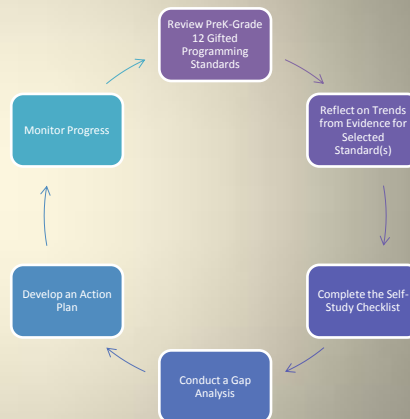
- Why Engage In Self-Study?
- Utilizing the Self-Study Guide
- The Self-Study Process for Examining the PreK-Grade 12 Gifted Programming Standards
- A. Review PreK-Grade 12 Gifted Programming Standards
- B. Reflect on Trends from Evidence for Selected Standard(s)
- C. Complete the Self-Study Checklist
- D. Conduct a Gap Analysis
- E. Develop an Action Plan
- F. Monitor Progress
- Additional Resources
- Follow-up Questions to Promote Conversations (move to action plan?)
- References

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- Figure 3: Self-Study Guiding Questions
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- Table 4: Action Plan
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- Table 6: Action Plan Monitoring Tool

# Utility and 6 Step Process

- oriented around student outcomes
- multi-step process to identify areas of strength and areas for focused self study
- easy to use
- gives the user a quick visual indication of priorities and needs when implementing the standards.
- includes tools and examples to assist in documenting progress toward meeting the standards
- example template of how to create an Action Plan.
- interactive Excel spreadsheet



# Step 1

## Review PreK-Grade 12 Gifted Programming Standards

The self study begins with a review the NAGC PreK-Grade 12 Gifted Programming Standards. These Standards are comprised of six sections as listed below

Standard 1: Learning and Development

Standard 2: Assessment

Standard 3: Curriculum Planning and Instruction

Standard 4: Learning Environments

Standard 5: Programming

Standard 6: Professional Development

# Step 2: Reflect on Trends from Evidence for Selected Standards

## Reflect on Trends from Evidence for Selected Standard(s)

Following this review, the reader reflects upon the Programming Standard(s), including the related student outcomes, as well as previously-collected data or information sources. A more extensive collection of data sources will follow later in the process, but at this time readers recall information points to guide the next step in the self-study process: completion of the Self-Study Checklist.

# Step 3: Complete Self-Study Guide

Question 1: To what degree do I address the following standard element?

Question 2: To what degree have current practices improved student outcomes?

Question 3: How high of a priority do I place on meeting this standard element?

Question 4: Is support readily available in my district?

# Self-Study Checklist Example

NAGC Standard 5: Programming	Question 1				Question 2				Question 3				Question 4a				4b	Total Points	Rank Order of Priorities to Address			
	To what degree do I address the following standard?				To what degree have current practices improved student outcomes?				How high of a priority do I place on meeting this standard?				Is support readily available in my district? (Check 4b to indicate need to address with									
	Not at all	1	2	3	4	Not at all	1	2	3	4	Not at all	1	2	3	4	Not at all				1	2	3
<b>Student Outcomes</b>																						
51. <i>Kindness of Programming:</i> Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.	0	●	○	○	○	●	○	○	○	○	○	○	○	○	○	○	○	●	○	○	○	11
52. <i>Coordinated Services:</i> Students with gifts and talents demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general education, special education, and related professional services, such as school counselors, school psychologists, and E3 Collaboration. Students with gifts and talents' learning is enhanced by regular collaboration among families, community, and the school.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	12
54. <i>Resource:</i> Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	10
55. <i>Comprehensiveness:</i> Students with gifts and talents develop their potential through comprehensive, aligned programming and services.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	8
56. <i>Policy and Procedure:</i> Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	13
57. <i>Career Pathways:</i> Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	16

## Step 4: Gap Analysis

Explore gaps between current practices and those that have been shown to improve outcomes for gifted learners related to one or more of the priority areas identified.

Consider the following questions:

- What evidence exist that documents progress toward meeting the standards?
- What are some pathways to consider in regard to meeting the standards?
- What supporting factors promote the implementation of the standards (including those that may exist in general education classrooms)?
- What resisting forces hinder the implementation of the standards (including those that may exist in general education classrooms)?
- To what degree will the suggested change in the practice affect current district policy(ies)?
- What support options are available in my school/district?

## Gap Analysis Chart

1	2	3	4	5
Standard/ Evidence Based Practice	Desired Student Outcomes	What do we do to support this practice?	What evidence do we have that current practices are leading to desired student outcomes?	GAPS What additional information or change in practice is needed?

<i>Examples of Evidence to Support Student Outcomes</i>		
<b>Standard</b>	<b>Teachers Of The Gifted</b>	<b>Program Coordinators</b>
1) Learning and Development	Observations, student journals, Socratic seminars, student self-reflections, learner profiles, interviews with family	Curriculum in place to address affective growth, student surveys, record of out-of-school resources used, parent conferences, learning inventories, district program design for all levels, counselor-led professional development modules
2) Assessment	Learner profiles, formative and summative assessment measures, student program evaluations, demographic data, ability and achievement data, data analysis, local student assessments	Reviewed and updated district assessment procedure, formative and summative assessments, data of annual progress measurement, Talent Search participation, differentiated assessment tools, professional development for classroom teachers on classroom indicators of giftedness and program identification, website with identification information, Response to Intervention (RtI) or Multi Tiered System of Support (MTSS) data used for strength-based interventions, above level testing, district acceleration plan, established schedule for gathering data (e.g., program evaluation plan) and information about school/district-level decision-making
3) Curriculum Planning and Instruction	Documented student growth (knowledge and skills) commensurate with aptitude; talent development in student's area of interest and/or multiple talent areas across dimension of learning; high articulation of and engagement with advanced curriculum	Curriculum maps/scope and sequence, differentiated lesson plans, district acceleration plan, use of Depth of Knowledge, observations, evaluator walk-throughs, program evaluation results, collaboration between teacher(s) of gifted and classroom teacher(s) on differentiated instructional practices that meet the needs of gifted students, teacher(s) of the gifted share resources that will assist with differentiated learning for general classrooms, strength-based RtI support provided by the gifted education professional, professional development on culturally responsive curriculum

<i>Examples of Evidence to Support Student Outcomes</i>		
<b>Standard</b>	<b>Teachers Of The Gifted</b>	<b>Program Coordinators</b>
4) Learning Environments	Dispositions toward academic and creative productivity; positive peer relationships and social interactions; responsible behavior and leadership; collaboration with diverse individuals and across diverse groups; employment of strategies to address social justice issues; advanced oral and written communication skills and creative expression	Student surveys, student and teacher classroom observations, examples of use of formative feedback, classroom groupings, before/after school groups/clubs, leadership projects, evidence of collaboration with classroom and English Language Learners (ELL) teachers, Socratic seminar with students, results of program evaluation, guest lectures on underrepresented groups in gifted education and related diversity issues
5) Programming	Parent-teacher conferences, anecdotes, meeting logs with classroom teachers, vertical articulation of program, curriculum maps, district policy guides, career curriculum, collaboration between the teacher of the gifted and classroom teachers that results in accommodating gifted learners in the regular classroom setting (RtI, differentiation, etc.)	Parent conferences, district gifted education budget, district programming scope and sequence, district policies, acceleration addressed along with programming and identification procedures, identification procedures match the definition of giftedness used by the school/district, participation in Advanced Placement (AP)/International Baccalaureate (IB)/Postsecondary Enrollment Options (PSEO)/etc., professional development opportunities, collaboration with special and general education teachers that allows gifted students to continue pursuit of learning that originates in the gifted classroom, participation of gifted education professionals on district/building RtI teams, program design and implementation responsibility assigned to trained personnel, consistency between state definition and program guidelines, roles of key gifted education personnel are clearly identified

*Examples of Evidence to Support Student Outcomes*

Standard	Teachers Of The Gifted	Program Coordinators
6) Professional Development	Gifted endorsement or certification, peer coaching, department meetings, meetings with classroom teachers, webinars, online classes, conference attendance, conference presentations, advanced degrees, participation in professional learning communities	Evidence of an annual professional development plan, attendance/participation in conferences/webinars/classes, attainment of gifted education endorsement/certificate, degree in gifted education, professional learning community (PLC) participation, gifted education leadership roles within the district/region/state/nation, professional development linked to gifted education teacher's identification of areas for personal growth

*Example of Gap Analysis for Teachers of the Gifted and Gifted Coordinators  
(Example is relevant to both teachers of the gifted and gifted coordinators)*

<b>Standard/ Evidence-based Practice</b>	<b>Desired Student Outcomes</b>	<b>What we do to support this practice</b>	<b>What evidence do we have that current practices are leading to desired student outcomes?</b>	<b>GAPS Need additional information or change in practice</b>
<i>5/5.1.1 Regularly use multiple alternative approaches to accelerate learning</i>	Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.	The teacher(s) assigns "enrichment activities" found in the teacher's edition text book. Not sure what other alternative approaches can be used to accelerate learning.	No evidence related to 5.1.1	Search for research-based approaches to accelerate learning and compare against current classroom practice. Understand how to increase collaboration between the teacher of the gifted and classroom teachers that results in accommodating gifted learners in the regular classroom setting. Curriculum mapping and vertical articulation of program is also needed.
<i>Also 2/2.1.1 Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.</i>	All students have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.	We currently collect learner profiles, formative and summative assessment measures, student program evaluations, demographic data, ability and achievement data, data analysis, local student assessments. We do not use this information to adjust types of activities.	We have evidence of students moving through material but have no mechanism in place to assess for giftedness.	Teachers need to understand the characteristics of giftedness to guide classroom activities. Need a tool to assess.



# Step 5: Develop an Action Plan

*Action Plan*

Standard Evidence Based Practice.	Desired Student Outcomes	Identified Gaps	Supporting Forces	Opposing Forces	Action(s) to Address the Identified Gap (Practice or Research)	Person(s) Responsible	Timeline

National Association for Gifted Children. (2010). *NAGC Pre-K-Grade 12 Gifted Programming Standards: A Blueprint for Quality Gifted Education Programs*. Washington, DC.

*Action Plan Example (Teacher example is highlighted in grey)*

Standard Evidence Based Practice.	Desired Student Outcomes	Identified Gaps	Supporting Forces	Opposing Forces	Action(s) to Address the Identified Gap (Practice or Research)	Person(s) Responsible	Timeline
5/5.1.1 Regularly use multiple alternative approaches to accelerate learning.	Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.	Additional evidence is needed. Search for research-based approaches to accelerate learning and compare against current classroom practice.	Program Coordinator; administration	Additional programming options may not be viable due to limited district funds.	Collect additional evidence for comparative purposes; Ask program coordinator to provide professional development to school personnel.	Teacher(s) of the Gifted; Program Coordinator	One semester
2/2.1.1 Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.	All students have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.	Teachers need to understand the characteristics of giftedness to guide classroom instruction and activities.	Administration	None	Provide school-wide professional development to increase understanding about the characteristics of giftedness.	Program Coordinator	One month

## Step 6: Monitor Progress

### Charting Progress on the Action Plan

After you have set your Action Plan, you will periodically want to made adjustments to your Plan as the environment changes – new personnel, change in leadership, new information you gain based on your research. **It might also be helpful to revisit the Action Plan to chart your progress towards instituting the Evidence Based Practices upon which you are focusing. We have created a sample Progress Chart to help you assess where you are.**

#### Action Plan Monitoring Tool

Standard Evidence Based Practice.	Identified Gaps	Person Responsible	Action(s) to Address the Identified Gap (Practice or Research)	Progress to Date	

## Additional Resources

#### Acronyms and Terminology Used in Gifted Education

To speak the language of gifted education, it is important to familiarize yourself with the acronyms and terms that are commonly used. While used frequently in professional literature and documents as well as professional conversations, gifted leaders and teachers should avoid using them without explanation in meetings with parents and non-school personnel.

Review the glossary of terms on this website and use them appropriately in professional conversations:  
[http://www.nagc.org/uploadedFiles/Information\\_and\\_Resources/Gifted\\_Program\\_Standards/full%20glossary\(8-22-10\).pdf](http://www.nagc.org/uploadedFiles/Information_and_Resources/Gifted_Program_Standards/full%20glossary(8-22-10).pdf)

The field of gifted education often uses acronyms to describe programs, practices, and services. Review the acronyms on this website and use them appropriately in professional conversations  
<http://www.gtanc.org/resources/what-does-that-mean----acronyms>

#### Basic Tenets of Gifted Education

Watch the following video to familiarize yourself with the basic tenets of gifted and talented education. This will help you understand and process these materials:  
<http://www.youtube.com/watch?v=ZEYsAwe8h3Q>

#### Myths About Gifted Education

There are often many myths about gifted education. Review the following document to gain a better understanding about these frequent misunderstandings:  
<http://www.nagc.org/commonmyths.aspx>

#### Frequently Asked Questions About Gifted Education

There are often many questions about gifted and talented education, including the definition of giftedness, who makes decisions about gifted programming, how much money is spent on gifted programming, and how much training does a teacher need to work with gifted students. Review the following website to gain answers to the most frequently asked questions:  
<http://www.nagc.org/index2.aspx?id=548>

#### What All Administrators Need to Know About Gifted Children

There are specific things that every administrator should know about gifted and talented students. The following document produced by the National Association for Gifted Children presents *Ten Things All Administrators Should Know About Gifted Children*:  
<http://www.nagc.org/index.aspx?id=2423>

# Additional Resources Contd.

## Programming Issues in Gifted Education

To understand the programming issues plaguing gifted education at the local, state, and national level, read *All Gifted is Local* by Jane Clarenbach at the following website:

<http://www.assa.org/SchoolAdministratorArticle.aspx?id=7230>

## Underrepresented Groups in Gifted Education

Too often, low-income and culturally diverse students are overlooked for gifted and talented programming. The following document provides an excellent overview and strategies to address this pervasive issue:

[http://www.aha-learners.org/uploads/4/3/0/3/4303141/overlooked\\_gems.pdf](http://www.aha-learners.org/uploads/4/3/0/3/4303141/overlooked_gems.pdf)

## Addressing Standards: Growth Expectations for Gifted Learners

With the adoption of the Common Core State Standards in Mathematics and Language Arts, and the introduction of the new Next Generation Science Standards, administrators must understand the progression of growth expected from gifted and talented students. Due to their high test scores and test ceiling effects among this special group, there is often a tendency to ignore talented learners and their special learning needs. The following article outlines the growth expectations expected from gifted and talented students:

<http://www.nagc.org/index.aspx?id=6296>

## Acceleration

Acceleration is one of the most effective research-based interventions for the academic growth of students who are ready for an advanced or faster-paced curriculum. The overwhelming research evidence in favor of acceleration makes the intervention a highly valued, cost-effective option for all schools. The evidence is compelling that, for highly motivated gifted students, acceleration must be an option; therefore, all schools need to have written policies that allow the possibility of the various forms of acceleration as an academic intervention for carefully selected high ability students. The Institute for Research and Policy on Acceleration (IRPA), the National Association for Gifted Children (NAGC), and the Council of State Directors of Programs for the Gifted (CSDPG) collaboratively present guidelines for developing an academic acceleration policy which can be found here:

<http://www.nagc.org/uploadedFiles/Advocacy/Acceleration%20Policy%20Guidelines.pdf>

## FOLLOW-UP QUESTIONS TO PROMOTE CONVERSATIONS

### For Gifted and Talented Program Coordinators

To promote personal reflection and facilitate discussions about gifted programming with district administrators, consider the following questions:

1. As the gifted and talented program coordinator, identify the three most common challenges you face in implementing the *NAGC Pre-K-Grade 12 Gifted Programming Standards*.
2. Why do you think these are challenges and what are some possible approaches to resolve them?
3. As the gifted and talented program coordinator, how can/will you effectively implement gifted and talented policies and procedures in your building/district?
4. How do you work with teachers to build a collaborative working environment to ensure gifted and talented students' needs are being appropriately addressed? What weaknesses and strengths do you see in these relationships?
5. If you could share with the staff two or three key points about gifted and talented programming and identification, what would they be and why?
6. How do/can you work with teachers, counselors, parents, students, and administrators to increase the number of low-income and culturally diverse students in the gifted and talented program?
7. What approach can you take to facilitate discussions about these issues with district personnel?
8. Does the make-up of the gifted program reflect school district demographics?
9. What policies are needed to facilitate a continuum of services for gifted students?
10. What data does the school/district collect and report on gifted student achievement and activities?

### For Administrators (e.g., principal) Other Than Gifted Program Coordinators

To promote conversations about gifted programming, identify the gifted and talented program coordinator in your school and meet with him or her and discuss the following questions:

1. As the gifted and talented coordinator, identify the three most common challenges you face. Why do you think these are challenges and what are some possible approaches to resolve them?
2. As the building leader, how can I assist you in efficiently and effectively implementing the *NAGC Pre-K-Grade 12 Gifted Programming Standards*?
3. As the building leader, how can I assist you in efficiently and effectively implementing the gifted and talented policies and procedures in this building?
4. How do you work with teachers in the building to build a collaborative work culture to ensure gifted and talented students' needs are being appropriately addressed? What weaknesses and strengths do you see in these relationships?
5. If you could share with the staff two or three key points about gifted and talented programming and identification, what would they be and why? How could I help you do this?
6. How do you work with teachers, counselors, parents, students, and administrators to increase the number of low-income and culturally diverse students in the gifted and talented program?

# Questions?



# For Additional Information...

A screenshot of the National Association for Gifted Children (NAGC) website. The header includes the NAGC logo, the text "NATIONAL ASSOCIATION FOR Gifted Children", and the tagline "Supporting the needs of high potential learners". Navigation links for "DONATE", "SHOP", "JOIN", "BLOG", "JOBS", and "LOGIN" are visible. A search bar is present. A main navigation menu includes "About NAGC", "Information &amp; Publications", "Get Involved", and "Education &amp; Training". A large blue arrow points from the "Information &amp; Publications" menu item to a promotional banner. The banner features the text "Lock in Last Year's Rate Now!" and "Register for NAGC 2016 until March 1 for \$399". Below the banner is a row of colorful crumpled paper balls. To the right of the banner is a vertical menu with a sun icon and four items: "What is Gifted?", "Is My Child Gifted?", "Why Gifted Education?", and "Common Myths".