NAGC Programming Standards Self-Study Checklist

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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

Tables and Figures
- Figure 1: Self Study Process
- Figure 2: PreK-Grade 12 Gifted Programming Standards
- Figure 3: Self-Study Guiding Questions
- Table 1: Examples of Evidence to Support Student Outcomes
- Table 2: Gap Analysis Chart
- Table 3: Examples of Gap Analysis for both Teachers of the Gifted and Gifted Coordinators
- Table 4: Action Plan
- Table 5: Action Plan Example
- 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 of 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

Self-Study Checklist Example
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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard/Evidence Based Practice</td>
<td>Desired Student Outcomes</td>
<td>What do we do to support this practice?</td>
<td>What evidence do we have that current practices are leading to desired student outcomes?</td>
<td>GAPs: What additional information or change in practice is needed?</td>
<td></td>
</tr>
</tbody>
</table>
### Examples of Evidence to Support Student Outcomes

<table>
<thead>
<tr>
<th>Standard</th>
<th>Teachers Of The Gifted</th>
<th>Program Coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Learning and Development</td>
<td>Observations, student journals, Socratic seminars, student self-reflections, learner profiles, interviews with family</td>
<td>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, customized professional development modules</td>
</tr>
<tr>
<td>2) Assessment</td>
<td>Learner profiles, formative and summative assessment measures, student program evaluations, demographic data, ability and achievement data, data analysis, local student assessments</td>
<td>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</td>
</tr>
<tr>
<td>3) Curriculum Planning and Instruction</td>
<td>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</td>
<td>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 teachers 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</td>
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<tr>
<td>4) Learning Environments</td>
<td>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</td>
<td>Student surveys, student and teacher classroom observations, examples of use of formative feedback, classroom groupings, before/after school group/dubs, 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</td>
</tr>
<tr>
<td>Programming</td>
<td>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.)</td>
<td>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</td>
</tr>
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### Examples of Evidence to Support Student Outcomes

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<tr>
<td>(6) Professional Development</td>
<td>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</td>
<td>Evidence of 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/state/nation, professional development linked to gifted education teacher’s identification of areas for personal growth</td>
</tr>
</tbody>
</table>

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### Example of Gap Analysis for Teachers of the Gifted and Gifted Coordinators

<table>
<thead>
<tr>
<th>Evidence-based Practice</th>
<th>Desired Student Outcomes</th>
<th>What we do to support this practice</th>
<th>What evidence do we have that current practices are leading to desired student outcomes?</th>
<th>GAPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1.1 Regularly use multiple alternative approaches to accelerate learning</td>
<td>Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.</td>
<td>The teacher(s) assigns enrichment activities from the teacher’s edition text book. Not sure what other alternative approaches can be used to accelerate learning.</td>
<td>No evidence related to 3.2.1.1</td>
<td>Need additional information or change in practice</td>
</tr>
</tbody>
</table>

| Also 2.1.1 Educators develop environment 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. | We currently collect learner profiles, formative and summative assessment measures, student program participation, 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

<table>
<thead>
<tr>
<th>Standard Evidence Based Practice</th>
<th>Desired Student Outcomes</th>
<th>Identified Gaps</th>
<th>Supporting Forces</th>
<th>Opposing Forces</th>
<th>Action(s) to Address the Identified Gap (Practice or Research)</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Example Standard]</td>
<td>[Example Outcomes]</td>
<td>[Example Gaps]</td>
<td>[Example Forces]</td>
<td>[Example Forces]</td>
<td>[Example Action]</td>
<td>[Example Responsible]</td>
<td>[Example Timeline]</td>
</tr>
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</table>


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

<table>
<thead>
<tr>
<th>Standard Evidence Based Practice</th>
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<td>[Example Action]</td>
<td>[Example Responsible]</td>
<td>[Example Timeline]</td>
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</table>

P-2.1.1 Regularly use multiple alternative approaches to accelerate learning

- Additional evidence needed: research-based approaches to accelerate learning and compare against current classroom practice
- Additional programming options may not be viable due to limited funds.
- Collect additional evidence for comparative purposes. Ask program coordinator to provide professional development for school personnel.

P-2.1.2 Educators develop environments and instructional activities that encourage student expression of 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.

[Example Teacher Responsible] One month
Step 6: Monitor Progress

Charting Progress on the Action Plan

After you have set your Action Plan, you will periodically want to make 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

<table>
<thead>
<tr>
<th>Standard Evidence Based Practice</th>
<th>Identified Gaps</th>
<th>Person Responsible</th>
<th>Action(s) to Address the Identified Gap (Practice or Research)</th>
<th>Progress to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Additional Resources

A. 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 we use 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:

B. 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.naga.org/resources/what-does-that-mean-acronyms

C. 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=YEaArX6QA3Q

D. Myths About Gifted Education

- There are often myths about gifted education. Review the following document to gain a better understanding about these frequent misunderstandings:

E. Frequently Asked Questions About Gifted Education

- There are often many questions about gifted and talented education. Examples of the definition of giftedness, who makes decisions about gifted programming, how much money is spent in 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:

F. 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 provides “Ten Things All Administrators Should Know About Gifted Children”:
Additional Resources Contd.

Programming Issues in Gifted Education

To understand the programming issues facing gifted education in the local, state, and national setting, visit the website at:
http://www.aaga.org/SchoolAdministration/Articles.aspx?id=220

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.nea.org/docs/251115NEA%20research%20article.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 taking skills, these students are often a target for special education. This article outlines the growth expectations expected from gifted and talented students:

Acceleration

Acceleration is one of the most effective means of intervention for the academic growth of students who are ready for an advanced or fast-paced instruction. The overarching research evidence in favor of acceleration makes the intervention a highly valid, cost-effective option for all schools. The evidence compelling that, for highly motivated gifted students, acceleration is an option—on its own, all schools need to have written policies that show the possibility of the various forms of acceleration as an academic intervention for carefully selected high-ability students. The report for Research and Policy on Acceleration (RERA), 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:

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 NAAGC 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 will you effectively implement gifted and talented policies and procedures in your building?
4. How do you work with teachers to develop a collaborative working environment to ensure gifted and talented students' needs are being appropriately addressed? What strategies are used to increase the number of low-income and culturally diverse students in the gifted and talented program?
5. What examples can you take to facilitate discussions about these issues with district principals?
6. Does the makeup of the gifted program reflect school district demographics?
7. What policies are needed to facilitate a continuum of services for gifted students?
8. What does the school district collect and report on gifted student achievement and activities?

For Administrators (e.g., principals) 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.
2. Why do you think these are challenges and what are some possible approaches to resolve them?
3. As the building leader, how can you assist in efficiently and effectively implementing the NAAGC Pre-K-Grade 12 Gifted Programming Standards?
4. How do you work with teachers in the building to build a collaborative work culture that focuses on gifted and talented students' needs being appropriately addressed? What strategies and approaches do you use to ensure these relationships?
5. What are some examples of the types of strategies that would help you and your team to increase the number of low-income and culturally diverse students in the gifted and talented program?
Questions?

For Additional Information...

[Website Image with links to NAGC's website, including sections like About NAGC, Information & Publications, Get Involved, Education & Training, and links to 'What is Gifted?', 'Is My Child Gifted?', 'Why Gifted Education?', and 'Common Myths']