

GIFTED SERVICES PROGRAM EVALUATION



Art by Visual Art Apprentice Emelyn Urrutia



ARLINGTON PUBLIC SCHOOLS

Department of Instruction

Gifted Services Office

■ Central Office Staff:

- Margaret Gilhooley, Supervisor (1.0)
- Sandra Phaup, Fine Arts Gifted Coordinator (.5)
- Audrey Chan, Administrative Assistant (1.0)

■ School Based Staff:

- Resource Teachers for the Gifted (RTGs)

Arlington Public Schools Gifted Services Philosophy

- APS Gifted Services Office recognizes and identifies certain learners within the school population who have unique abilities, interests, needs, and potential for achievement.
- Giftedness is developmental; it is potential which must be nourished.
- Gifted students share some characteristics with all other children.
- There is variability among the gifted.



Continuum of Services for Specific Academic Students

■ School-Based

- Cluster-grouping
- Collaborative Instructional Model – RTG & classroom teacher working together
- AP, IB and technical career courses

■ County-Wide

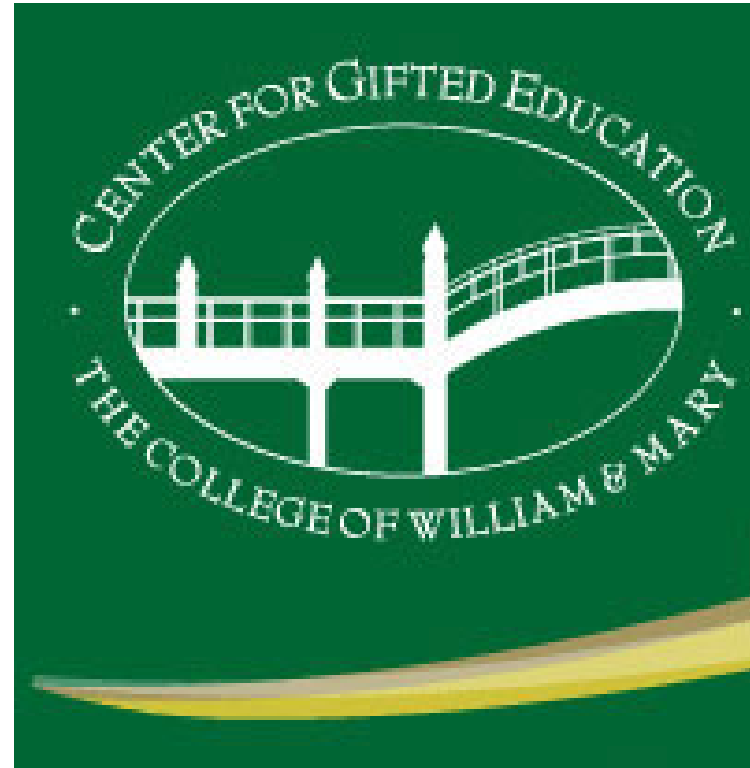
- Summer Laureate, K-4
- Regional Governor's School, 9-12
- Summer Residential Governor's School & Foreign Language Academies, 11 & 12
- Independent Study for elective Credit, 10-12



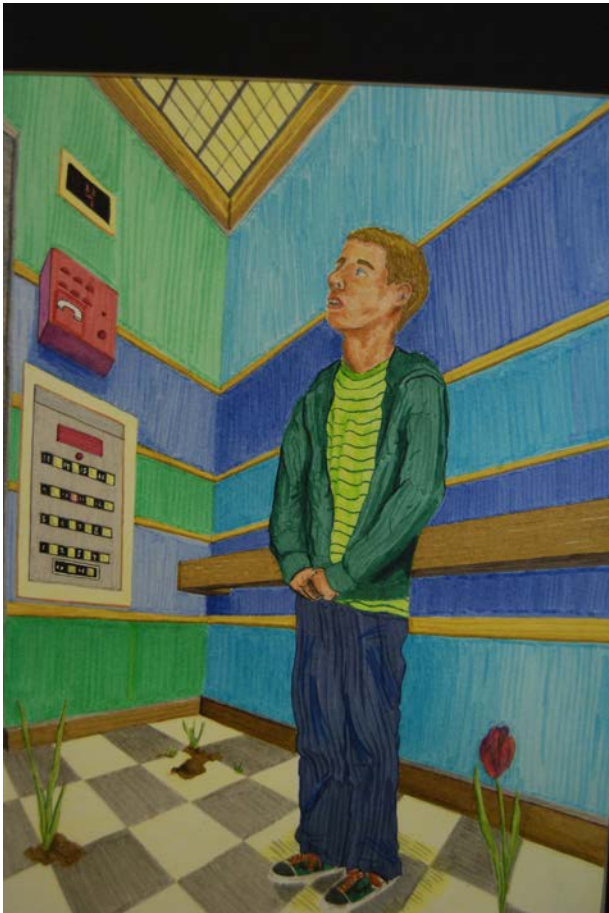
Evaluation Design

■ Use of External Evaluators

- College of William and Mary Center for Gifted Education (COS-R)
- Wyatt Nocera, Independent Consultant (Identification Audit)



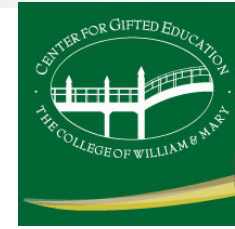
College of William and Mary Center for Gifted Education



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- Surveyed teachers, principals, and students
- Reviewed documents
- Reviewed RTG work reports
- Interviewed/ shadowed RTGs
- Conducted classroom observations (COS-R)

Strengths noted by William and Mary Implementation of Gifted Services



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- Stated philosophy
- Systematic, continuous services through appropriately differentiated curricula
- Comprehensive, well-articulated 5-year plan, which includes input from community members

Strengths noted by William and Mary Implementation of Gifted Services

continued

- Strategic Plan goals promoting differentiated instruction for both general education and gifted students
- Numerous, varied opportunities for staff development and training in gifted education for APS personnel



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Strengths noted by William and Mary Implementation of Gifted Services

continued

- Instructional needs of gifted students are being supported through the work of the RTG in multiple ways and to varying extents.
- The data collected from the RTGs indicate that their schedules are filled each day with a combination of activities to support gifted students.



Summer Laureate 2008

Strengths noted in Customer Satisfaction: Parents

- Data from the parent responses on the 2007 Community Satisfaction survey were analyzed to compare responses from parents of students identified as gifted to other parents.



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Strengths noted in Customer Satisfaction: Students



Summer Laureate 2008

- Student (11th & 12th grade) survey responses show
 - Positive perception about their advanced classes
 - challenge
 - problem solving skills
 - opportunity to interact with other able students

Strengths noted in Longitudinal study of Course Enrollments



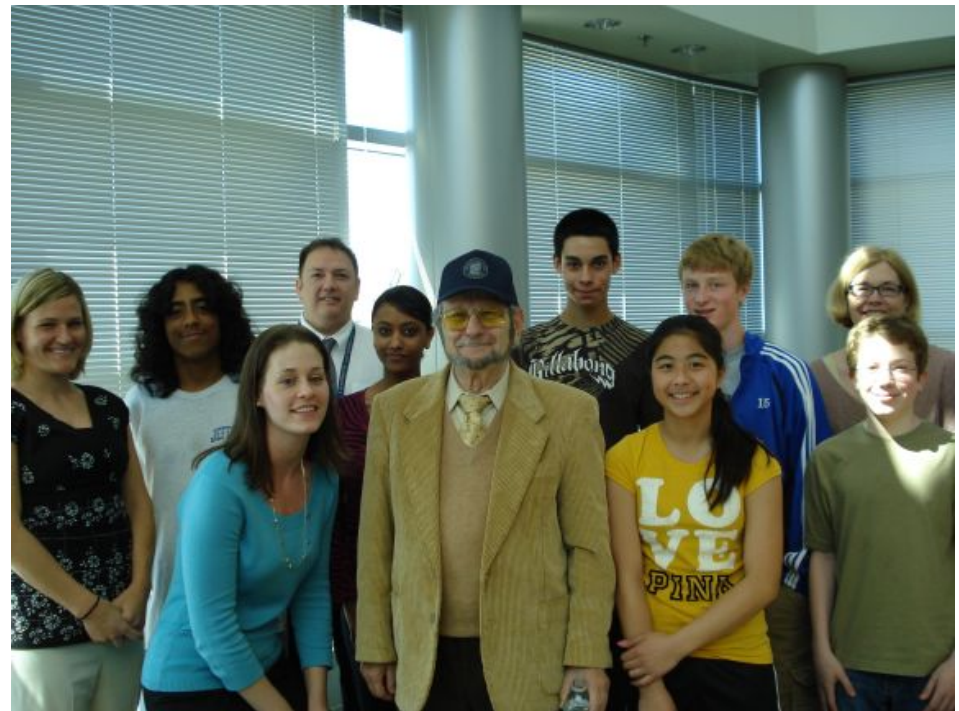
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- All students benefit from Arlington's inclusive approach.
- All students have access to all Advanced Placement courses in high school.

Strengths noted in Longitudinal Study of Course Enrollments

continued

- Students who are identified as gifted in mathematics are more likely to take Algebra I two years before their peer group (grade 7 instead of grade 9).



Strengths: Referrals and Identifications of Students for Gifted Services

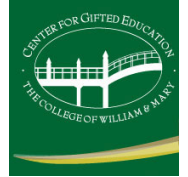


- Consistent and equitable processes for identification across the system
- Identification data show that among identified students most elementary students are identified for and receive services in English and mathematics



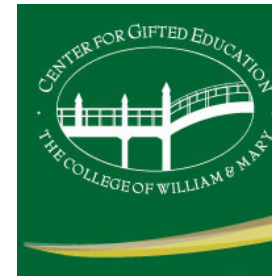
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Challenge: Referrals and Identifications of Students for Gifted Services



- Analysis of referral data showed low referral rates for students within the areas of science and social studies in comparison to math and English identifications.
- The referred population better approximates the race/ethnicity of the APS population than the identified population.

Challenge: Identified Gifted Population



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- 2004-07 identification data indicates that:
 - White students are over represented in the identified population.
 - Black and Hispanic students are under represented in the identified population.

Area for Improvement:

Observations conducted by William and Mary in sample elementary classrooms found:

- COS-R tool registered 25 teacher instructional behaviors that would be found in lessons or units of study
- Moderate adherence to the basic principles of differentiated instruction.



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Example: Curriculum Planning and Delivery Category

Figure 1. Categories of the Mean for Elementary Teachers' General Teaching Behaviors in Curriculum Planning and Delivery Based on Classroom Observations ($N = 58$)

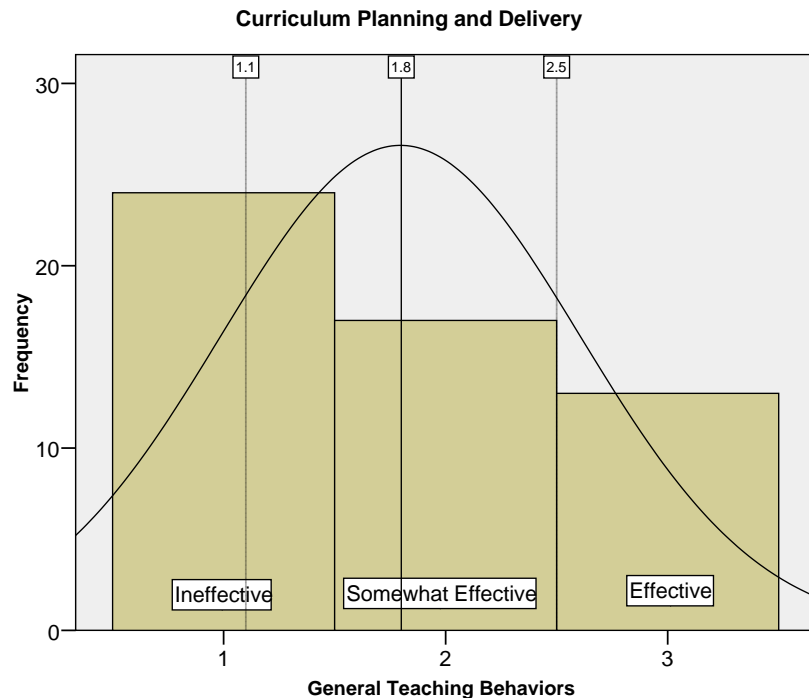
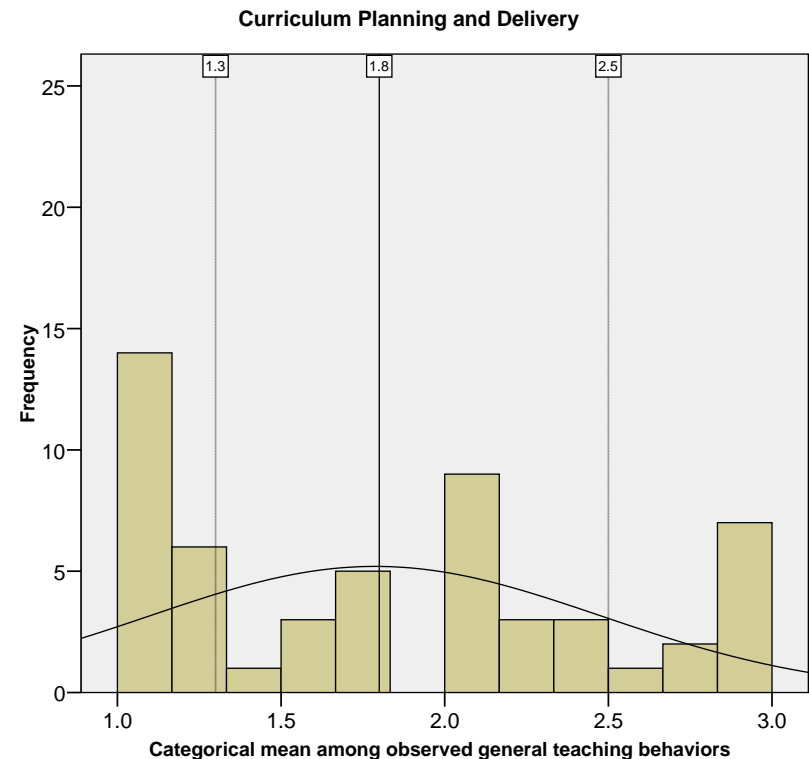


Figure 2. Categorical Means of Elementary Teachers' General Teaching Behaviors in Curriculum Planning and Delivery Based on Classroom Observations ($N = 58$)



Recommendations and Next Steps

- Create a clear definition and vision of the role of the RTG.
 - Collaboration Card (completed)
 - Parent Nights – Fall 2008
 - Faculty training – 08-09



Art by Visual Art Apprentice Isabel Rich

Recommendations and Next Steps



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- Align GS training opportunities more closely to the behaviors noted as deficient in the classroom observations conducted by the consultants.
 - 2007-2008 Redesign of GS Professional Training
 - Evaluate new NAGC training standards to determine revisions or adjustments for 2009-2010

Recommendations and Next Steps



- Improve the identification of students in the area of science and social studies
 - Study of FT RTGs at elementary schools where new job description focuses more on DI support to science and social studies lessons
 - GS office work with the Planning and Evaluation Office to develop Stanford 10 report to aid in referrals and be available through E-School Plus.

Recommendations and Next Steps

- Promote and support understanding and implementation of differentiated instruction across APS.



Art by Visual Art Apprentice Chris Ioffreda

Recommendations and Next Steps



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- Repeat the use of the classroom observation tool and method used to evaluate classroom differentiation in this report in the final year of APS Strategic Plan (2010-2011) to determine whether there is an improvement as a result of the Strategic Plan initiative.

Gifted Services Program Evaluation



Questions?



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