

END OF YEAR PROGRAM EVALUATIONS SUMMARY (E)

(End of year programs evaluations are current for the years that we are being monitored only – 2011-2012 -- 2012-2013 -- 2013-2014)

2011-2012 Evaluations

While Gifted and Talented Programming should be evaluated each year, this report is a summary of those evaluations. Each stakeholder group must have the opportunity to evaluate the program at least once during the three-year cycle.

Self-contained Classes Elementary Parents-- two parents stated that they have seen positive changes in their child as a result of being in the program. Both parents had no suggestions for improving the program.

Resource Room Elementary Teachers-- All four elementary teachers are happy with the G/T program. They feel confident about the procedures and curriculum. All four noted that they have seen positive changes in their students as a result of being in the program.

Secondary Content Classes Middle/Junior High Teachers—All five teachers either strongly agree or agree that the program is meeting the needs of their students. All of the teachers feel like they understand the identification process. The high school teachers like the secondary content folders that were handed out last year.

Whole Group Enrichment Principals 1 K-2 level- The principal is very happy with the enrichment program.

He strongly agreed that the curriculum is differentiated in content, process, and or/product.

3-6 level- The principal has seen positive changes in the program within the past two years. He is pleased with the program options and curriculum. He did stress the importance of collaboration with the classroom teachers as we head into Common Core.

Secondary Content Classes Principals --The high school principal strongly agreed that the G/T program was meeting the needs of the students, teachers, and community. He was happy that there had been more communication with the teachers. He was especially excited about the G/T information on the school's website and about the recent brochures that went out to all the teachers.

What repetitive themes emerged in the evaluation results?

1. Collaboration with teachers for CCSS.
2. Everyone is pleased with the program and curriculum.

Based on the evaluations, state 2 or 3 specific goals for guiding GT programming and staff development in your school district and state 2 or 3 objectives necessary to meet these goals.

1. Develop Closer Relations with classroom teachers.
 - a. Meet with teachers once month to address Bloom's Taxonomy and differentiation.
 - b. Have more district workshops addressing giftedness and curriculum.
2. Identify more low-income students
 - a. Review district identification process.
 - b. Meet with committee to address changes.
3. Expand Pre-AP course offerings down to 7th grade in all core content classes
 - c. Train all secondary core content teachers in College Board Pre-AP strategies
 - d. Collaborate with teachers to create rigorous lessons.

2012-2013 Evaluations

Evaluations were given to teachers, students, parents, the advisory council , and administrators.

Five high school students, five 3rd-6th grade student, three parents, four advisory Council members, two administrators, and five teachers (K-12) were surveyed regarding the program.

We had positive feedback from the teachers. Each one noted that they understood the identification process. All teachers felt like the program was meeting the needs of their students. One was not satisfied with the scheduling arrangement. So, I will make sure and meet with every teacher next year on scheduling. No suggestions were given to improving the program.

All parents were pleased with all aspects of the program. Some had noted improvements in the program in the past few years. They all agreed that they had seen positive changes in their child as a result of participation in the program.

All advisory council surveys received agreed that they have had sufficient input into the program. All felt like they were comfortable with answering question about the program. They are agreed that advice taken from the council was being implemented in the program.

Both administrators were pleased with the program. They agreed that the handbook meet all criteria on Community Involvement, Staff Development, Personnel, and Identification. They both spoke about the improvement in communication between the GT teacher and classroom teacher. Both administrators were excited about the implementation of Pre-AP down to 7th grade.

Students in grade 3rd-6th feel like the program has helped them in some way. They students expressed their dislikes for the trips and projects. Two students would like more field trips, 2 would like more time in GT, and 1 would change nothing about the program.

Three of the high school students surveyed felt like the AP classes help to prepare them for college more. All five felt like to field trips were beneficial, but did not state why. All five said they would not change anything about the program except the time they spent in GT.