

## Evaluation Results for 2013/2104

### **K-2 Teacher Evaluations**

Four evaluations were received back this year for grades K-2. Fifty percent strongly agreed and fifty percent agreed that the students benefit from the enrichment program. Fifty percent strongly agreed and fifty percent agreed that they understood the screening and identification for placement into the GT program. Twenty five percent feel comfortable using the KOI sheet for K-2. Seventy- five percent of the teachers somewhat feel comfortable using the KOI sheets for K-2. However, I sat down with them at the end of the year to discuss any concerns. Seventy five percent feel the whole group enrichment should focus on creative thinking. When asked about PD informally or formally, seventy- five percent said they wanted information on differentiation and twenty five percent said they GT program at all levels in the district. Responses about the program were Melanie Stephens is an awesome GT teacher, my students always look forward to their GT day, and the whole group program helps teaches identify students with gifted qualities.

### **3-4 Teachers Evaluations:**

Five evaluations were received back from the teachers. When asked if the program was beneficial, three agreed and two strongly agreed. When asked if the program provides students with opportunities for creativity, three agreed and two strongly agreed. When asked if they understood the nomination, screening, and identification process, all five agreed. When asked if the program provides enrichment outside the classroom, one agreed and four strongly agreed. When asked if the program meets the needs of the gt students, two agreed and three strongly agreed. Twenty percent agreed and eighty percent strongly agreed that the GT teacher/coordinator is accessible for information and guidance. Twenty percent and eighty percent strongly agreed that the Gt program is a positive program in the district. When asked if the program provides differentiated instruction to its participants, one agreed and four strongly agreed. Future in-service, whether formal or informal, requested were characteristics of the Gifted, which I handed out before, but plan to again, and how to differentiate. Suggestions were as follows: Melanie does a great job, the students love the instructor and are always excited about the projects, the coordinator does a fantastic job, and Mrs. Stephens is flexible.

### **Middle School Teacher Evaluations**

Four evaluations were received back this year for middle school. Fifty percent strongly agree and fifty percent agree that the students benefit from the program. When asked if the program provided students with opportunities to be creative, fifty percent strongly agreed and fifty percent agreed. Twenty percent agreed and seventy five percent strongly agreed that gt students need enrichment outside the classroom. When asked if they would use activities in their classroom, if provided, to meet the needs of their gt students, fifty percent said maybe and fifty percent said yes. Fifty percent strongly

agree and agree that they understand the nomination, screening, and identification process for the GT program. When asked is the program meets the needs of the gt students, twenty percent somewhat agree, twenty five percent said agree and fifty five percent said strongly agree. When asked if the GT teacher/coordinator is accessible for information and/or guidance if needed, twenty five percent said somewhat agree due to the scheduling, and seventy five percent said strongly agree. When asked if they were aware of what is going on in the program, twenty five percent said somewhat agree, fifty percent said agree, and twenty five percent said strongly agree.

### **Jr. /Sr. High Teacher Survey**

Fifteen teachers responded to the survey. When asked if the 7-12 gt students benefited from the program, 13.33% said somewhat agree, 46.67% said agree, and 40% said strongly agree. When asked if the students benefited from the Pre-AP and AP classes, three teachers said they did not agree, three teachers said they somewhat agree, four said agree, and five said strongly agree. However this may attribute to the next question. When asked if they understood the purpose and functions of the Pre AP/AP courses, one somewhat agreed, seven agreed, and seven strongly agreed. When asked is the GT/AP coordinator is accessible, seven agreed and eight strongly agreed. When asked if the GT/AP program is a positive program in the district, one somewhat agreed, six agreed, and seven strongly agreed. When asked about future in-service (informal or formal), two said they wanted information on characteristics of the gifted, which I handed out the year before. Three said the identification process, seven said how to differentiate instruction, and three said Pre-AP/AP program. I plan to send out documentation to meet all of these needs. Responses about the program were, very beneficial program for our students, the program is working well, wonderful program and its getting better each year.