

GT Evaluations for 2014-2015

During the 2014-2015 school year, no formal evaluations were given to any teachers in K-12. They were evaluated both in 2012-2013 and 2013-2014. Evaluations (both formally and informally) were gathered from administrators, counselors, advisory council members, staff members, pull out students, high school students, and parents.

All data collected about the gifted and talented program was positive. The principals, counselor, and advisory members were very pleased with all aspects of our program. They expressed their excitement over the projects that were going on and were especially proud of the "Living Wax Museum" that the students before students, teachers, parents, grandparents, and administrators. A member on the advisory council expressed interest us looking into and starting a team for Odyssey of the Mind. The principals agreed that they program meets all requirements set forth in the gifted and talented handbook. They felt like the facilitator is doing a good job and was demonstrated by the recent monitoring by ADE.

Three third through sixth grade students returned their evaluation. The three expressed that the program is meeting their needs. One even stated that the program has helped them grow as a student and has provided many opportunities that were not available in the regular classroom. All three expressed their love of the field trips and projects. When asked what changes they would make, they stated more field trips and more hours in gifted and talented.

The six high school students evaluated stated that they had completed their assignments for that year. They also felt like their needs had been met. They enjoyed the fieldtrips. When asked to explain how they were beneficial to them, four left it blank and two responded that they enjoyed spending time with others who have the same interests as them.

I sat down (informally) with the staff member to talk about the gifted and talented program. She felt like the program was needed for students. Her reasoning was that regular classroom teachers don't have enough time to differentiate lessons every day, but in gt they students get to be challenged and work on projects of their own interest. She said she understood the identification procedures and thought we had a good program.

All four parents strongly agreed that the gt program is meeting the needs of their children. They felt like they understood the identification process and felt like they have adequate feedback from the gt teacher. When asked if their child had any difficulties as a result of being in the program, they responded no.