Taking a Closer Look at Gifted Education
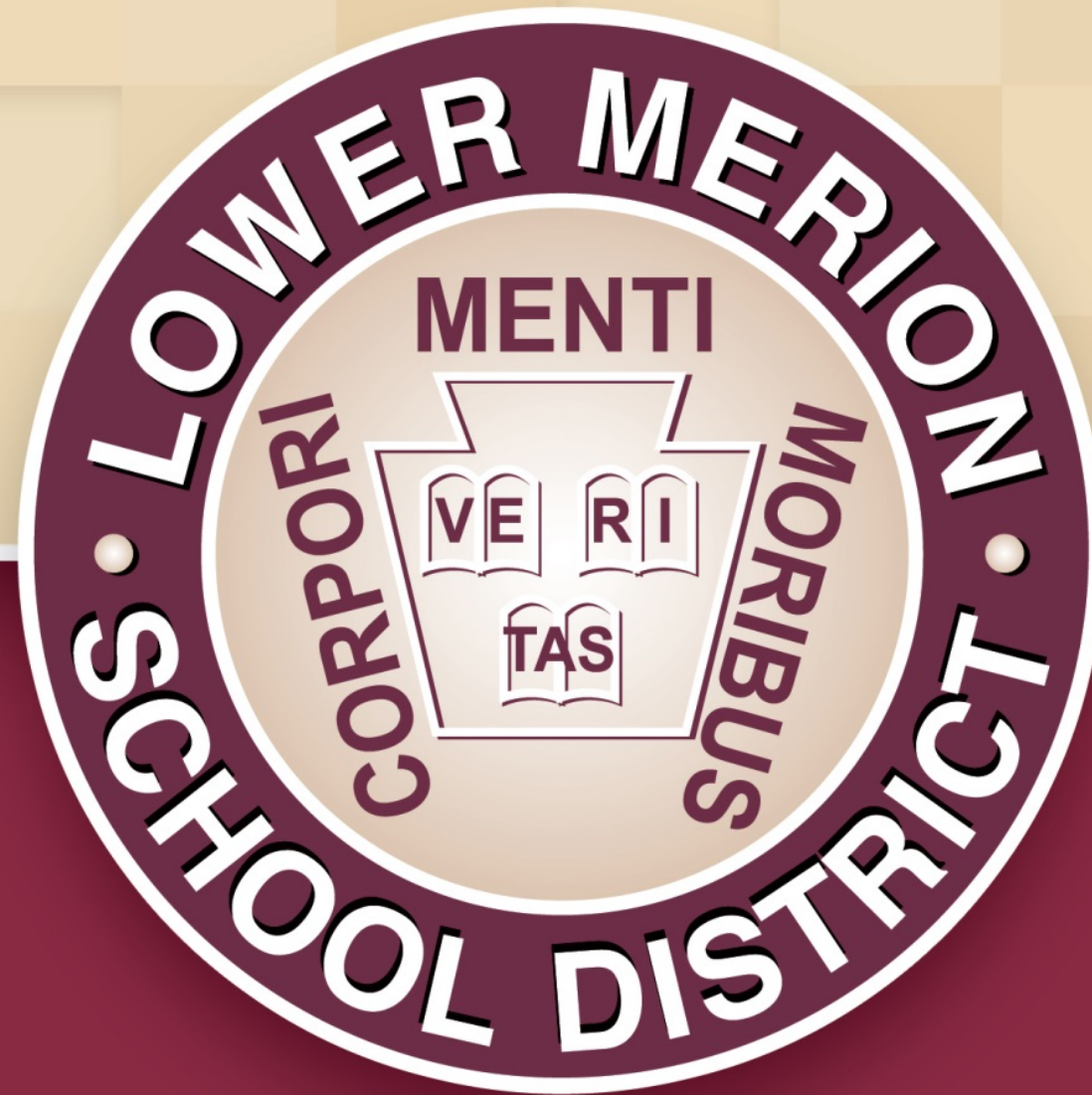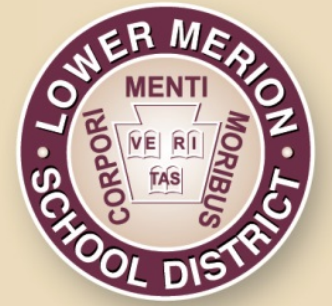

DECEMBER 1, 2016

LOWER MERION SCHOOL DISTRICT

Gifted Services Overview

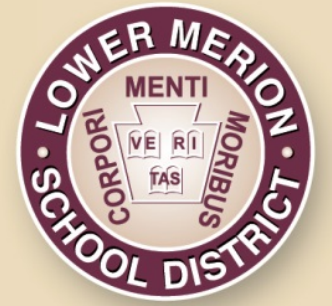- ***Dr. Percell Whittaker***
  Lead Supervisor of Clinical Services and Gifted Education

- ***Dr. Kristina Ayers Paul***
  Special System for Program Evaluation

PA School Code Chapter 16

Provides guidance for Special Education for Gifted Students, which requires Districts to provide:

- Services and programs planned, developed, and operated for the identification and evaluation of each gifted student.

- Gifted education for each gifted student, which is based on the unique needs of the student, not solely on the student's classification.

- Gifted education for gifted students, which enables them to participate in acceleration or enrichment programs, or both, as appropriate, and to receive services according to their intellectual and academic abilities and needs.

Recent Focus Areas of Gifted Support Services in LMSD

- Universal Screening of all first and second grade students each Spring

- Guidelines for the Acceleration of Elementary Students

- Increasing bank of resources/materials for enrichment K-12

- Collaboration with Lower Merion PAGE and Gifted Education Advisory Committee

- Community Outreach

Numbers of Students Receiving Gifted Support Services through a GIEP

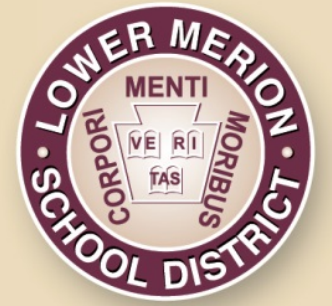|	Elementary School	Middle School	High School	Total
2013-14	524	347	182	1053
2014-15	523	333	147	1003
2015-16	512	360	182	1054

THE OFFICE OF

PROGRAM EVALUATION

LOWER MERION SCHOOL DISTRICT

Dr. Kristina Ayers Paul
Special Assistant for Program Evaluation

Dr. Kristina Ayers Paul
Background

Ph.D. Educational Psychology with focus on
Gifted Education and Talent Development
University of Connecticut, Storrs, CT

Graduate Certificate of Program Evaluation
University of Connecticut, Storrs, CT

M.A. Education
Rosemont College, Rosemont, PA

B.S. Psychology
Eastern University, St. Davids, PA

Dr. Kristina Ayers Paul
## Background

Relevant Professional Experience

Higher Education

- Assistant Professor of Gifted, Creative, and Talented Studies @ Purdue University
- Assistant Research Professor, Office of Program Evaluation @ University of South Carolina
- Instructor of graduate courses in gifted education at Purdue, University of SC, and UConn
- Graduate Researcher with the National Research Center for Gifted and Talented & the Neag Center for Gifted Education (UConn)

K-12 Experience

- Private consultant – program evaluation, program development, and professional learning facilitation for gifted programs in 12+ school districts
- Coordinator of Professional Development Conference for Gifted Education at UConn (Confratute)
- Gifted Resource Teacher and K-2 Coordinator of Gifted Services, West Chester Area School District

Program Evaluation Purpose
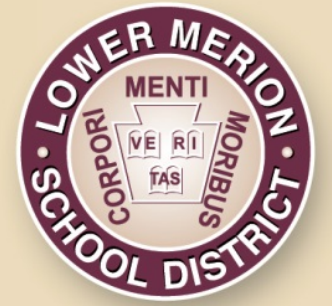
To determine possible ways to enhance gifted education services to not only maintain compliance with Pennsylvania's mandate for gifted student identification and programming, but also to achieve greater alignment with the standards of programming quality promoted by the National Association for Gifted Children

Pennsylvania School Code Chapter 16 (22 Pa. Code §16)
Available at http://www.pacode.com/secure/data/022/chapter16/chap16toc.html

The National Association for Gifted Children's Pre-K-Grade 12 Gifted Programming Standards
Available at https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12
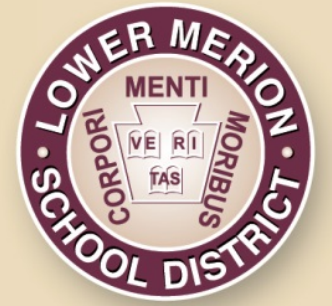
Program Evaluation Design

We will examine the following key features of gifted education services for alignment with state policy and national gifted programming standards:

1. Programming Philosophy and Service Goals and Objectives,

2. Service Delivery Model,

3. Student Identification and Ongoing Assessment of Student Outcomes,

4. Professional Development,

5. Parent/Guardian and Community Collaboration, and

6. Operations

Design adapted from Renzulli, J.S. (1975). *A guidebook for evaluating programs for the gifted and talented.* Ventura, CA: Office of the Ventura County Superintendent of Schools.

Program Evaluation Plan

Phase	Guiding Questions	Product	Timeframe	Responsibility
Phase 1: Program Evaluation	What should this Key Feature look like?	Summary of state policy, national standards, and research	Delivered to the Board May 2017	Dr. Kristina Ayers Paul, Special Assistant for Program Evaluation
	What does this Key Feature currently look like in the District?	Summary of evaluation findings	Delivered to the Board May 2017	
	What changes might the District consider making for this Key Feature?	Evidence-based recommendations	Delivered to the Board May 2017	
Phase 2: Evaluation Use	What changes should the District consider for this Key Feature?	Proposal for programming changes and upgrades to be made to the Superintendent and Board of Directors	Delivered to Board September 2017	Evaluation Use Committee (EUC) – Representatives from key stakeholder groups
	How will the changes to this Key Feature be made?	Action plan	Delivered to Superintendent December 2017	Dr. Percell Whittaker, Supervisor of Clinical Services and Gifted Education Program & Kimberly Fraser, Director of Student Services

Data Collection Tools & Strategies

- Surveys, focus groups, and interviews with key stakeholder groups

- Document review of, for example:
    - public program documentation
    - public and staff websites
    - a random selection of GIEPs
    - policies and procedures documents

- Analysis of existing student data (e.g. student identification & assessment)

- Observations of programming activities

Key Stakeholders

Information will be collected from representative or purposefully selected samples of the following key stakeholder groups:

- Students & parents of students identified for gifted services
- Students & parents of students who qualified for gifted services but are choosing not to participate
- Parents of students evaluated but found not eligible for gifted services
- Gifted program teachers
- Special education program teachers
- Teachers of special programs (e.g. art, music, AP, IB, honors)
- General education program teachers
- Program leadership
- Building leadership
- Counseling staff
- School Psychologists who administer evaluations for gifted services

Guidelines for Good Evaluation Practice

American Evaluation Association's *Guiding Principles for Evaluators*
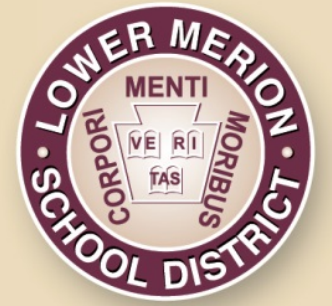www.eval.org/d/do/594

      A. Systematic Inquiry
      B. Competence
      C. Integrity/Honesty
      D. Respect for People
      E. Responsibilities for General and Public Welfare

Joint Committee on Standards for Educational Evaluation's
Program Evaluation Standards (4th Ed.) ww.jcsee.org/program-evaluation-standards-statements

      1. Utility
      2. Feasibility
      3. Propriety
      4. Accuracy
      5. Evaluation Accountability

An Invitation from the Office of Program Evaluation

Do you have a note of praise, a concern, or a suggestion to share with the Office of Program Evaluation (OPE)?

Option 1: Share your feedback directly with Dr. Paul using the contact information listed on the OPE website at

www.lmsd.org/departments/program-evaluation

Option 2: Share you feedback using the…

OPE Virtual Suggestion Box
www.lmsd.org/OPEsurveys

Questions?