

District Identification Plan Review

NAGC/CEC Standards:

- 4.1 Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services.
- 4.3 Beginning gifted education professionals collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress.
- 4.4 Beginning gifted education professionals use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity.
- 6.3 Beginning gifted education professionals model respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services.

Kentucky Teacher Standards:

- KTS Standard 1: The Teacher Demonstrates Applied Content Knowledge
- KTS 5: Assesses and Communicates Learning Results,
 - 5.4: Describes, analyzes, and evaluates student performance data
- KTS Standard 10: Provides Leadership Within School/Community/Education
 - 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school

TASK:

Description:

- Choose a school district and Gifted Coordinator to partner with for this assignment. Ideally, you would be able to see the identification plan and testing materials – anything used for the identification process. You will also need to plan a phone, Skype, or live interview with the coordinator/administrator for this information mining project. You will be interfacing knowledge from this assignment with what you are learning from Professional Foundations (II) and Instrumentation (IV). You may also pull from other areas of the course.
- Design a Multimedia Presentation of the Content to Present your Findings
 - Through a Web 2.0 tool of your choice (ie Weebly, Prezi, etc.), present findings from the assignment.
 - Include the three parts from the assignment.
 - Use a combination of two media tools.

Details:

- **First Section: (NAGC/CEC 4.1)**
 - **Strengths and Growth Areas of Assessment and Identification Plan in regard to Professional Foundations (Policy and Standards for Identification).**
 - **Analyze the strengths vs. concerns based on these factors:**
 - Are some groups of individuals with gifts and talents underrepresented in gifted education programs?
 - Did the district select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services?
 - Student thoroughly articulates and analyzes strengths well – more than 3 strengths analyzed related to Professional Foundations (Policy and Standards for Identification).
 - Description was comprehensive with more than 100 words for each strength area.
 - Student thoroughly articulates and analyzes concerns well – more than 3 strengths analyzed related to Professional Foundations (Policy and Standards for Identification).
 - Description was comprehensive with more than 100 words for each growth area.

- **Second Section: (NAGC/CEC 4.3)**
 - **Analyze Strengths vs. Concerns of Assessment and Identification Plan in regard to Professional Foundations (Collaboration with Colleagues and Families on Assessment/Identification).**
 - **Analyze the strengths vs. concerns based on these factors:**
 - Within the district identification plan, how are educators and families involved in the identification process?
 - Within the district gifted plan, how are the educators and families involved in ensuring learning progress?
 - Consider the instrumentation for identification.
 - How are students being identified – with a single, few, or multiple assessments? Explain.
 - How could the assessments be improved or modified?
 - Student thoroughly articulates and analyzes strengths well – more than 3 strengths analyzed related to Professional Foundations (Policy and Standards for Identification).
 - Description was comprehensive with more than 100 words for each strength area.
 - Student thoroughly articulates and analyzes concerns well – more than 3 strengths analyzed related to Professional Foundations (Policy and Standards for Identification).
 - Description was comprehensive with more than 100 words for each growth area.
- **Part 3: Plan for Improvement: How to use Assessment Results (NACG/CEC 4.4, 6.3)**
 - Analyze the District Plan
 - Examine the assessment results and consider the outcome.
 - Use assessment results to develop a minimum of two long- and two short-range goals and two objectives that take into consideration areas for improvement along with an outline for how to reach these goals/objectives.
 - Address all of the following:
 - needs for individual abilities and needs to be met
 - how learning environment is being cultivated
 - how diversity is being addressed within the plan

District Identification Plan Review Assessment					
NAGC	Criteria	Beginning Below 95 points	Developing 95-112 points	Proficient 113-129 points	Exemplary 130-150 points
4.1 Beginning gifted education professionals understand that some groups of individuals with gifts and talents have been underrepresented in gifted education programs and select and use technically sound formal and informal assessments that minimize bias in identifying students for gifted education programs and services.	Strengths and Growth Areas of Assessment and Identification Plan in regard to Professional Foundations (Policy and Standards for Identification).	Student describes little to no evidence for strengths or growth areas for Professional Foundations (Policy and Standards for Identification).	Student shows little evidence of analysis Description is application level with less than 100 words for each of the three growth and three strength areas.	Student shows some evidence of analysis of strengths vs. growth areas related to Professional Foundations (Policy and Standards for Identification). Description was adequate with 100 words for each of the three growth and three strength areas.	Student thoroughly articulates and analyzes strengths well – more than 3 strengths and more than 3 growth areas analyzed related to Professional Foundations (Policy and Standards for Identification). Description was comprehensive with more than 100 words for each of the three growth and three strength areas.
4.3 Beginning gifted education professionals collaborate with colleagues and families in using multiple types of assessment information to make identification and learning progress.	Strengths and Growth Areas of Assessment and Identification Plan related to Professional Foundations (Collaboration with Colleagues and Families on Assessment/ Identification)	Student describes little to no evidence for growth areas for Professional Foundations (Collaboration with Colleagues and Families on Assessment/ Identification). Student has shallow level of explanation of strengths and growth areas.	Student describes little evidence for growth areas for Professional Foundations (Collaboration with Colleagues and Families on Assessment/ Identification). Description is application level with less than 100 words for each of the three growth and three strength areas.	Student describes some evidence for Strengths vs. Concerns of Assessment and Identification Plan in regard to Professional Foundations (Collaboration with Colleagues and Families on Assessment/ Identification). Description is adequate with 100 words for each of the three growth and three strength areas.	Student analyzes evidence for strengths and growth areas for Professional Foundations (Collaboration with Colleagues and Families on Assessment/ Identification). Description is comprehensive with more than 100 words for each of the three growth and three strength areas.
4.4 Beginning gifted education professionals use assessment results to develop long- and short-range goals and objectives that take into consideration an individual's abilities and needs, the learning environment, and other factors related to diversity. 6.3 Beginning gifted education professionals model respect for diversity, understanding that it is an integral part of society's institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services.	Plan for Improvement: Instrumentation and How to use Assessment Results	Use assessment results to develop short-range goals that take into consideration areas for improvement. Address 1 of the following: <ul style="list-style-type: none">needs for individual abilities and needs to be methow learning environment is being cultivatedhow diversity is being addressed within the plan	Use assessment results to develop long- and short-range goals and objectives that take into consideration areas for improvement. Address 2 of the following: <ul style="list-style-type: none">needs for individual abilities and needs to be methow learning environment is being cultivatedhow diversity is being addressed within the plan	Use assessment results to develop a minimum of two long- and two short-range goals and two objectives that take into consideration areas for improvement along with an outline for how to reach these goals/objectives. Address all of the following: <ul style="list-style-type: none">needs for individual abilities and needs to be methow learning environment is being cultivatedhow diversity is being addressed within the plan	Use assessment results to develop a more than two long- and two short-range goals and two objectives that take into consideration areas for improvement along with a detailed plan for how to reach these goals/objectives. Address all of the following: <ul style="list-style-type: none">needs for individual abilities and needs to be methow learning environment is being cultivatedhow diversity is being addressed within the plan

	Design a Multimedia Presentation of the Content to Present your Findings	Through a Web 2.0 tool of your choice (ie Weebly, Prezi, etc.), present findings from the assignment. Include the 1-2 parts from the assignment. Use one tool. Errors in presentation.	Through a Web 2.0 tool of your choice (ie Weebly, Prezi, etc.), present findings from the assignment. Include the three parts from the assignment. Use one tool. No errors in access.	Through a Web 2.0 tool of your choice (ie Weebly, Prezi, etc.), present findings from the assignment. Include the three parts from the assignment. Use a combination of two media tools. No errors in access.	Through a Web 2.0 tool of your choice (ie Weebly, Prezi, etc.), present findings from the assignment. Include the three parts from the assignment. Use a combination of two media tools. No errors in access. Share the presentation with the district coordinator and have a conversation about your findings.
Comments:					