

Goals, Objectives, Indicators, Strategies and Activities Defined Gifted and Talented Education

Goals

Goals are broad statements of desired educational outcomes. Goals define the school/ district's educational mission and provide a framework for measurable objectives.

Examples

It is the goal of the XYZ school district's Gifted and Talented Education Program to:

Teach all identified gifted education students at their level of need/challenge.

Provide curriculum and activities for identified gifted students which will be appropriate to their intellectual needs.

Student Need Data

Student data (name of data source and date)_____ reveals that (statement of problem, including number or percent of students)_____.

Examples:

Only 50 percent of the students identified as gifted in science are achieving 90 percent or better on the Science CRT administered at the grade level of their challenge.

(Measures of Academic Progress) MAP Achievement Status Growth reports indicate that 60 percent of the identified gifted students are not meeting their yearly target growth.

Eighty percent of the identified gifted math students in grades 9-12 consistently demonstrate mastery of the content in the grade in which they are currently placed. MAP testing and end-of-chapter testing scores indicate <95percent of the content has been mastered. MAP achievement Status Growth reports indicate that <95 percent of the students have met and/or exceeded their yearly growth target.

Objectives (Measurable)

Objectives are specific, measurable steps taken to reach the goals. Measurable objectives are developed from existing data (something already measured) and answer the following questions:

(How many, and which students) will (achieve what), (in what time frame) as measured by (test, survey, etc.).

Examples:

One hundred percent of K-12 students identified as gifted in science will achieve 90 percent or better on the Science CRT administered at the grade level of their challenge (usually 2-3 years above their enrolled grade level) by fall 2010.

Eighty five percent of the identified gifted students will meet, or exceed, their growth targets as measured by the spring 2010 MAP testing.

Progress toward achieving objectives is determined periodically by comparing the intended outcome with the newly collected and analyzed data for the objective (pre/post data collection).



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Strategies

Strategies are the general approaches taken to achieve the objectives.

Examples:

Student Services

Subject Acceleration, Curriculum Differentiation, Secondary Level Program Options (e.g. AP/honors classes/seminars/dual enrollment, etc.), Individual Long-Range Learning Plans

Staff Professional Development

Job-embedded professional development (high-quality) by implementing learning circle study groups with teachers in gifted education and differentiation in content areas.

Professional development that addresses the needs of gifted and talented students.

The XYZ school district will provide:

Activities

Activities are specific actions that implement the strategies.

Examples

Students will have access to higher-level thinking skills, strategies, and challenging curriculum appropriate to their intellectual needs.

Teachers will participate in training in using MAP data for differentiation.

All K-12 teachers will participate in monthly learning circle study groups focused on teaching gifted students.

All teachers will participate in professional development using curriculum differentiation models to provide appropriate challenges for gifted students.

Summative Assessment/Measuring Progress toward meeting the Measureable Objective

Summative assessment answers the question, "Was the measurable objective met?"

In a summative assessment, post assessment data collected at the end of the project is compared to the original data (pre assessment data) to determine if the desired outcome was achieved.



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