Designing and Utilizing Evaluation for Gifted Program Improvement

edited by

Joyce VanTassel-Baska & Annie Xuemei Feng

# <u>Designing And Utilizing Evaluation For Gifted Program</u> <u>Improvement</u>

Joyce VanTassel-Baska, Ariel Baska

## **Designing And Utilizing Evaluation For Gifted Program Improvement:**

Designing and Utilizing Evaluation for Gifted Program Improvement Joyce VanTassel-Baska, Annie Xuemei Feng, 2004 Offering the most effective methods for gifted education program evaluation and improvement this book acts as a critical guide for administrators teachers and researchers. The book reviews the program evaluation process presents models and strategies for effective evaluation and provides tools for using evaluation as a foundation for program improvement Edited by Dr Joyce VanTassel Baska and Dr Annie Xuemei Feng this resource is intended to offer step by step guidance in effective program improvement from the nation's leading experts on the topic Chapters cover survey construction and implementation use of focus groups assessment of classroom practices outcome assessment alignment with the best practice standards strategies for synthesizing your findings and much more This unique resource is a critical piece of the program improvement Handbook on Assessments for Gifted Learners Susan K. Johnsen, Joyce Van Tassel-Baska, 2022-07-19 This process essential handbook is a comprehensive and systematic examination of the assessment of gifted and advanced students and their programs and a must have resource for coordinators and directors at state and local levels Handbook on Assessments for Gifted Learners explores issues associated with building an effective identification system clarifies and interprets the need for targeted learning progress assessments for gifted learners and discusses program evaluation assessments and processes used to gauge programs success Engaging chapters written by both academic and practitioner experts provide research based practical ideas for identifying and measuring the progress of gifted and advanced learners Readers will benefit from informed recommendations stemming from current research conducted specifically for this text Designing Services and Programs for High-Ability Learners Jeanne H. Purcell, Rebecca D. Eckert, 2005-11-09 Build a program from the ground up or improve existing services with the guidelines practical tips templates and action plans in this comprehensive yet practical guide Curriculum Planning and Instructional Design for Gifted Learners Joyce VanTassel-Baska, Ariel Baska, 2021-09-23 This updated third edition of Curriculum Planning and Instructional Design for Gifted Learners

<u>Curriculum for Gifted and Talented Students</u> Joyce VanTassel-Baska, Sally M. Reis, Series Editor, 2003-11-06 This ready reference offers decision makers the tools they need to shape a successful and enriching curriculum for gifted students

**Fundamentals of Gifted Education** Carolyn M. Callahan, Holly L. Hertberg-Davis, 2013 The field of gifted education is characterized by a confusing array of perspectives concerning such fundamental issues as definition philosophy curriculum social and emotional development and underserved populations. The mission of this book is to provide a coherent framework that instructors and service providers can use in planning effective programs providing appropriate counseling services and evaluating programs for the gifted Most sections are organized around fundamental issues confronting the field and follow a common structure an introductory chapter that provides historical and theoretical background and organizing questions followed by several point of view chapters written by experts that provide varied perspectives on the topic at hand

Distinguishing Features Comprehensive Coverage The book s forty five manageable length chapters cover the full range of topics that must be considered in planning programs and services for gifted students both within and outside of school Coherent Structure Section introductions provide background information and organizing questions to guide chapter authors who provide varying views of the issue at hand The emphasis is not on the right way or the wrong way except when clearly documented bad practice is discussed but on how best practice stems from well informed and logical decision making Decision Making Focus The book s introductory chapter addresses the need for a clearly developed and consistently applied set of values to guide decision making Likewise each section introduction includes a decision making framework regarding some aspect of educating counseling or parenting gifted students This book is appropriate for introductory level courses in gifted education or courses in program development and planning It is also suitable for school personnel responsible for making program planning decisions in the area of gifted education and for academic libraries with holdings in this area

Using the National Gifted Education Standards for PreK-12 Professional Development Margie Kitano, 2008-03-27 This is a highly useable guide to align inservice training coursework with the new national standards The latest thinking on high quality gifted education is invaluable I can be sure that I am teaching what my teachers need Christine Nobbe Gifted Education SpecialistRockwood School District MO The great leveler for new and veteran teachers of gifted and talented learners begins with an understanding of the foundation for the field and current best practice. This guide helps professional development specialists bring their programs in line with the same national standards that are being used in teacher candidate preparation programs Cindy Sheets Gifted FacilitatorShawnee Mission School District KSReshape the professional development of teachers in gifted education The ten NAGC CEC and TAG knowledge and skills standards represent the best research based practices in gifted education and identify what teachers of the gifted should know and be able to do To ensure that students with gifts and talents realize their full potential it is crucial that gifted education teachers receive ongoing professional development that reflects standards based practices This unique resource shows PreK 12 education leaders how to plan and implement inservice training programs or realign existing programs based on the newly approved gifted education standards Authored by the organizations that developed the standards this volume features a wealth of helpful material for developing objectives activities and assessments of professional development including four different observation instruments a sample needs assessment survey a sample individual professional development plan a checklist for meeting the knowledge and skills standards and a CD ROM with an annotated bibliography of the research base used to develop the standards Staff developers will be able to Determine professional development objectives based on standards Understand and assess teacher needs Design and evaluate the effectiveness of activities and onsite programs Implement standards for addressing diversity Using the National Gifted Education Standards for PreK 12 Professional Developmentis an essential companion for staff developers and administrators faced with the challenge of giving classroom teachers the

necessary training to provide exceptional instruction International Handbook on Giftedness Larisa Shavinina, 2009-08-12 This handbook presents a panoramic view of the field of giftedness It offers a comprehensive and authoritative account on what giftedness is how it is measured how it is developed and how it affects individuals societies and the world as a whole It examines in detail recent advances in gifted education The handbook also presents the latest advances in the fast developing areas of giftedness research and practice such as gifted education and policy implications In addition coverage provides fresh ideas from entrepreneurial giftedness to business talent which will help galvanize and guide the study of giftedness for the next decade Using the National Gifted Education Standards for University Teacher Preparation Programs Susan K. Johnsen, Joyce L. Van Tassel-Baska, Ann Robinson, 2008-03-27 A breakthrough resource on gifted education course design For universities seeking accreditation of their gifted education teacher preparation programs the program must be aligned with NCATE approved standards This guidebook helps university personnel design or revise gifted education programs to incorporate the ten new standards developed by NAGC CEC and TAG In addition to the CD ROM with an annotated bibliography of the research and literature on which the standards are based professors and program coordinators will find Techniques for aligning coursework clinical practice and field experience with standards Sample syllabi Information on teacher assessment Details of the challenges associated with the new standards

Giftedness and Talent in the 21st Century Don Ambrose, Robert J. Sternberg, 2016-07-15 When today s gifted and talented young people emerge into adulthood will they be able to overcome some enormous 21st century problems that are pushing us toward large scale socioeconomic devastation Will they be able to capitalize on unprecedented opportunities that can lead to widespread prosperity and fulfillment This book explores these questions while yielding insights from many of the world's leading scholars of giftedness and talent development Until now there has been inadequate understanding of 21st century trends and issues that influence the gifted and talented The book provides some clarity by establishing a big picture interdisciplinary overview of the socioeconomic cultural and technological pressures emerging from 21st century globalization and describing some ways in which those pressures simultaneously suppress distort and invigorate the discovery of aspirations and the development of talents Throughout the volume prominent scholars of gifted education and talent development use their impressive knowledge bases to clarify how we can adjust our thoughts and actions in order to give ourselves the best possible chances for success in this complex world. This impressive volume edited by two of the world s leading thinkers on these topics includes the perspectives of many of our best thinkers on issues of talent development and giftedness and they offer an array of provocative perspectives on how we can better address our culture s and our economy s tremendous need for talent in the 21st century Jonathan Plucker Julian C Stanley Endowed Professor of Talent Development Johns Hopkins University Turbulence in the subtitle is apt The text Giftedness and Talent in the 21st Century is filled with strongly voiced perspectives from international authors who focus on how to conceptualize education as a creative and

holistic enterprise within the context of globalization Ann Robinson Past President National Association for Gifted Children A Nation Empowered, Volume 2 Susan G. Assouline, Nicholas Colangelo, Joyce Van Tassel-Baska, Ann Lupkowski-Shoplik, 2015-10-05 This new report A Nation Empowered Evidence Trumps the Excuses Holding Back America s Brightest Students builds on the momentum of the 2004 report A Nation Deceived How Schools Hold Back America s Brightest Students A Nation Deceived initiated a critical dialogue about academic acceleration an under used intervention A Nation Deceived exposed to the nation the inconsistencies between research and practice and brought acceleration to prominence in the field Volume 1 and 2 of A Nation Empowered Evidence Trumps the Excuses Holding Back America's Brightest Students equips students families and educators with facts to refute biased excuses A Nation Empowered shifts the impetus from conversation to action Empowerement galvanizes determination with evidence Volume 1 portrays the determination of students educators and parents to strive for excellence Volume 2 reveals the evidence that trumps the excuses that hold bright students back Talented Children and Adults Jane Piirto, 2021-09-03 This third edition of the widely popular Talented Children and Adults Their Development and Education has been revised to include the most up to date information on talent development Written by a nationally recognized author in the field of gifted education this textbook explores the factors that encourage talent development from birth through adulthood with specific chapters focusing on children from birth to age 2 elementary and middle school students high school and college students and adults Talented Children and Adults includes information for identifying talented students developing programs for these students identifying creativity and creating appropriate curricula The book also addresses counseling and guidance for talented students as well as underserved populations Each chapter begins with a vignette and case studies from students and educators in the field are included at the end of each chapter This book is a must read for anyone who works with talented children and adults Being Gifted in School Laurence J. Coleman, Tracy L. Cross, 2021-09-03 In this fully revised and expanded second edition Being Gifted in School An Introduction to Development Guidance and Teaching reviews the past developments within the field of gifted education and identifies the current trends issues and beliefs in the field This book offers the most comprehensive up to date introduction to the field of gifted education available. The authors who are nationally recognized leaders in the field discuss definitions and models of giftedness identification of the gifted teaching methods and best practices creativity counseling and guidance administrative arrangements and program prototypes and evaluation The book is geared toward educators with questions regarding curricular and instructional implementation administrators facing program planning parents with an interest in their child's educational opportunities and advanced undergraduate and graduate students curious about trends within gifted education By recognizing both typical and atypical gifted students the authors enourage readers to defy traditional assumptions about gifted children and their education

The Routledge International Handbook of Innovation Education Larisa V. Shavinina, 2013-03-25 The Routledge

International Handbook of Innovation Education is the international reference work on innovation education and potentially opens an entirely new direction in education The overall goal of the handbook is to address the question of how to develop innovators in general and how to develop the innovative potential of today s young people **Program Evaluation in Gifted Education** Carolyn M. Callahan, 2004-03-11 The expert guide to the major issues the chief trends and the most effective models of program evaluation in gifted education The readings in this ready reference report on specific program evaluations offer critical guidance in the development and utilization of instruments for assessing gifted and talented programs and are designed to stimulate the discussion of issues surrounding the evaluation of gifted programs Key features include Carolyn M Callahan's comprehensive and insightful examination of the past present and hopeful future of gifted program evaluation Research informed theories practical guidelines and successful models of evaluation Recommendations for future exploration Program evaluation has been considered an important but neglected component of gifted education for the last three decades Program Evaluation in Gifted Education provides much needed direction to program developers and practitioners who desire to increase the effectiveness and efficiency of their gifted programs The ERGE Series The National Association for Gifted Children series Essential Readings in Gifted Education is a 12 volume collection of seminal articles from Gifted Child Quarterly Put the knowledge and power of more than 25 years of research on giftedness and talent into your hands with the leading theories studies and findings the experts in the field have to offer Creativity and Reason in Cognitive Development James C. Kaufman, John Baer, 2016-02-15 This book explores the development of cognitive skills related to reasoning and creativity two strands that can intertwine to work together at times but may also be at odds Spontaneity and freedom from constraint characteristic of the thinking of young children may be essential to creativity which has prompted many to question how much we lose as we progress through childhood Research and common sense tell us that effort practice and study are necessary for the highest levels of creative accomplishment yet such intentional exertions seem antithetical to these hallmarks of creativity In this revised and expanded second edition leading scholars shed new light on creativity's complex relationship to the acquisition of domain based skills and the development of more general logical reasoning skills Creativity and Reason in Cognitive Development will be an essential reference for researchers psychologists and teachers seeking to better understand the most up to date work in the field Total School Cluster Grouping and <u>Differentiation</u> Marcia Gentry, 2021-09-16 The Total School Cluster Grouping Model is a specific research based total school application of cluster grouping combined with differentiation focused on meeting the needs of students identified as gifted while also improving teaching learning and achievement of all students This revised and updated second edition of Total School Cluster Grouping and Differentiation includes rationale and research followed by specific steps for developing site specific applications that will make the important art of differentiation possible by reducing the range of achievement levels in teachers classrooms Materials to support staff development including powerful simulations evaluation management special

populations differentiation strategies social and emotional needs and recommended materials are included **Exploring** Gifted Education Jennifer L. Jolly, Jane M. Jarvis, 2018-01-29 Exploring Gifted Education focusses on the most fundamental and pressing topics in gifted education from across Australian and New Zealand contexts and gives particular attention to evidence based practices and research findings The wide variety of topics presented include identification of gifted learners creativity twice exceptional learners affective considerations teaching the gifted curriculum considerations programs and services STEM early childhood learners rural and remote contexts and parents of gifted learners Each chapter provides guiding questions and key ideas to help orient the reader and discussion questions synthesise the chapter's concepts at the conclusion The first book of its kind to synthesise research based findings in gifted education from across New Zealand and Australia it is an essential reference tool for researchers and a key text for courses in gifted education Practitioners and parents will also find the assembled research illuminating and informative in understanding and addressing the needs of gifted learners Achieving Excellence Frances A. Karnes, Kristen R. Stephens, 2008 Achieving Excellence Educating The Gifted and Talented provides foundational information relating to the field of gifted education i e history laws etc details characteristics of gifted students from various populations describes how such students are identified and assessed and presents up to date research based pedagogy relating to curriculum design and instruction It draws upon experts in the field to present content in a practical way so that it is applicable to pre service and classroom teachers Chapter summaries and questions for thought and reflection are included at the end of each chapter to help guide classroom discussion In addition each chapter provides a listing of useful resources that enables the reader to extend their learning on a particular topic or Psychology Science, 2004 issue

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