

Delcourt, M. A. B., & Evans, K. (1994). *Qualitative extension of the learning outcomes study* (Research Monograph 94110). University of Connecticut, The National Research Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm94110.pdf>

PROGRAM PROFILE FORM

by

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PROGRAM PROFILE FORM- OVERVIEW (PART I)

1. SCHOOL NAME OR CODE:	2. PROGRAM TYPE:
3. PHILOSOPHY/MISSION STATEMENT:	4. NEEDS/BELIEF STATEMENTS:
5. DEFINITION OF GIFTEDNESS/TALENT:	6. CONSTRUCT OF GIFTEDNESS/TALENT:
DEMOGRAPHIC DATA (TOWN AND SCHOOL POPULATION, SIZE AND TYPE OF COMMUNITY, ETC.):	

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PROGRAM PROFILE FORM- OVERVIEW (PART I)

PROGRAM DESCRIPTION:

7. GRADE LEVELS SERVED:
8. SYSTEMS/MODELS:
9. PROGRAM TYPE:
10. PROGRAM OPTIONS:

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PROGRAM PROFILE FORM- OVERVIEW (PART I)

11. CONTENT:
12. % OF POPULATION SERVED:
13. AMOUNT OF TIME STUDENTS SPEND IN PROGRAM PER WEEK:
14. TEACHER'S ROLE:
15. GRADING OPTIONS:
16. COMMENTS:

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PROGRAM PROFILE FORM- IDENTIFICATION (PART II)

1. SCHOOL NAME OR CODE:	2. TIME OF YEAR FOR IDENTIFICATION:
3. GRADE LEVELS:	4. IDENTIFICATION DESIGN:

IDENTIFICATION PROCEDURE:

5. STAGE OF IDENTIFICATION	6. INFO. SOURCE	7. TYPE OF INSTRUMENT	8. NAMES OF INSTRUMENTS	9. SELECTION CRITERIA	10. SPECIAL POPULATIONS PROVISIONS	11. DECISION MAKERS
12. COMMENTS:						

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PROGRAM PROFILE FORM- CURRICULUM/STUDENT ASSESSMENT (PART III)

1. SCHOOL NAME OR CODE:	2. GOALS:
3. OBJECTIVES:	4. EVIDENCE OF SCOPE AND SEQUENCE OF ACTIVITIES:
5. SCHOOL AND COMMUNITY SUPPORT SERVICES:	6. STAFF DEVELOPMENT SYSTEM:
7. PARENT, TEACHER, STUDENT, ADMINISTRATOR COMMUNICATION SYSTEMS:	

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PROGRAM PROFILE FORM- CURRICULUM/STUDENT ASSESSMENT (PART III)

STUDENT ASSESSMENT:

8. NUMBER OF TIMES FORMAL ASSESSMENT TAKES PLACE DURING THE YEAR (GRADES, PROGRESS REPORTS):	9. CRITERIA:	10. PROCEDURES:	11. AVERAGE NUMBER OF STUDENTS PER GRADE LEVEL:	12. OTHER
13. COMMENTS:				

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PROGRAM PROFILE FORM- PROGRAM EVALUATION (PART IV)

1. SCHOOL NAME OR CODE:	2. TIME OF YEAR FOR FORMAL REVIEW:
3. EVALUATION CYCLE:	4. GRADE LEVELS:
5. COMMITTEE MEMBERS:	

EVALUATION PROCEDURES:

6. FOCUS:	7. DESIGN:	8. INFORMATION SOURCES:	9. DATA GATHERING METHODS:
10. COMMENTS:			

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PROGRAM PROFILE FORM- OVERVIEW (PART I)

1. SCHOOL NAME OR CODE: A	2. PROGRAM TYPE: Special School
3. PHILOSOPHY/MISSION STATEMENT: “We believe that most students, given the appropriate learning conditions, can and will exceed the standard of performance required for their assigned levels and will strive for their optimum level of performance.”	4. NEEDS/BELIEF STATEMENTS:
5. DEFINITION OF GIFTEDNESS/TALENT: USOE	6. CONSTRUCT OF GIFTEDNESS/TALENT: above average academic
DEMOGRAPHIC DATA (TOWN AND SCHOOL POPULATION, SIZE AND TYPE OF COMMUNITY, ETC.): city population 1,222,120, 191 square miles, population of school district- 88% African-American, 8% Caucasian, 2% Hispanic, less than 1% Asian, less than 1% Native American.	

PROGRAM DESCRIPTION:

7. GRADE LEVELS SERVED: 183 elementary schools, 52 middle schools, 23 high schools, program for the gifted in grades K–12, 15,000 students served in program
8. SYSTEMS/MODELS: not specified
9. PROGRAM TYPE: Special School
10. PROGRAM OPTIONS: advanced journalism, public speaking, academic games, creative writing, engineering, drama, Future Problem Solving, computer education, creative video, career education

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PROGRAM PROFILE FORM- OVERVIEW (PART I)

11. CONTENT: regular classroom content
12. % OF POPULATION SERVED: 6.5%
13. AMOUNT OF TIME STUDENTS SPEND IN PROGRAM PER WEEK: full-time
14. TEACHER'S ROLE: full-time instruction
15. GRADING OPTIONS: quarterly letter grades
16. COMMENTS:

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PROGRAM PROFILE FORM- IDENTIFICATION (PART II)

1. SCHOOL NAME OR CODE: A	2. TIME OF YEAR FOR IDENTIFICATION: spring
3. GRADE LEVELS: 2–3 for study, school K–8	4. IDENTIFICATION DESIGN: three-step process

IDENTIFICATION PROCEDURE:

5. STAGE OF IDENTIFICATION	6. INFO. SOURCE	7. TYPE OF INSTRUMENT	8. NAMES OF INSTRUMENTS	9. SELECTION CRITERIA	10. SPECIAL POPULATIONS PROVISIONS	11. DECISION MAKERS
nomination	teacher	school district form	nomination form	grade average of B, 85%ile		
	grade	achievement test	California Ach. Test, Iowa Test of Basic Skills			
identification	parent	checklist				
	teacher	checklist				
	student	test	developed by school	unspecified number of points awarded		
				rank order names, no prespecified cutoff	taken into consideration when points are awarded	Enrichment Team
12. COMMENTS:						

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PROGRAM PROFILE FORM- CURRICULUM/STUDENT ASSESSMENT (PART III)

1. SCHOOL NAME OR CODE: A	2. GOALS: 4 program goals-encourage creative and critical thinking, internalize the creative process, teachers will use the creative process, obtain balance between process and content
3. OBJECTIVES: teachers develop specific classroom objectives	4. EVIDENCE OF SCOPE AND SEQUENCE OF ACTIVITIES: developed according to sequence of skills in regular curriculum
5. SCHOOL AND COMMUNITY SUPPORT SERVICES: many types of involvement with parents and the community are encouraged	6. STAFF DEVELOPMENT SYSTEM: required participation in workshops
7. PARENT, TEACHER, STUDENT, ADMINISTRATOR COMMUNICATION SYSTEMS: see community support, teachers also required to increase parental involvement in the school	

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PROGRAM PROFILE FORM- CURRICULUM/STUDENT ASSESSMENT (PART III)

STUDENT ASSESSMENT:

<p>8. NUMBER OF TIMES FORMAL ASSESSMENT TAKES PLACE DURING THE YEAR (GRADES, PROGRESS REPORTS):</p> <p>quarterly letter grades</p>	<p>9. CRITERIA:</p>	<p>10. PROCEDURES:</p>	<p>11. AVERAGE NUMBER OF STUDENTS PER GRADE LEVEL:</p>	<p>12. OTHER</p>
<p>13. COMMENTS:</p>				

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PROGRAM PROFILE FORM- PROGRAM EVALUATION (PART IV)

1. SCHOOL NAME OR CODE: A	2. TIME OF YEAR FOR FORMAL REVIEW: annual, spring
3. EVALUATION CYCLE: annual, plus special reviews of classroom models	4. GRADE LEVELS: K-8
5. COMMITTEE MEMBERS: coordinator, teachers	

EVALUATION PROCEDURES:

6. FOCUS: cognitive and affective skills	7. DESIGN: correlational for cognitive variables, qualitative analysis for affective variables	8. INFORMATION SOURCES: students, parents, administrators	9. DATA GATHERING METHODS: achievement scores open-ended questionnaires, interviews
10. COMMENTS:			

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PROGRAM PROFILE FORM- OVERVIEW (PART I)

1. SCHOOL NAME OR CODE: B	2. PROGRAM TYPE: Special School services 2–9 are presently offered in a magnet school format
3. PHILOSOPHY/MISSION STATEMENT: information about assisting students to become self-confident, creative and productive thinkers, and contributing members of society	4. NEEDS/BELIEF STATEMENTS:
5. DEFINITION OF GIFTEDNESS/TALENT: United States Office of Education guidelines	6. CONSTRUCT OF GIFTEDNESS/TALENT: academically oriented
DEMOGRAPHIC DATA (TOWN AND SCHOOL POPULATION, SIZE AND TYPE OF COMMUNITY, ETC.): 94% Hispanic, the district spans 945 square miles, and is located near the Mexican border, the program for the gifted was three years old in 1989-1990, all districts in this state must be serving their gifted students K–12 by 1990–1991	

PROGRAM DESCRIPTION:

7. GRADE LEVELS SERVED: 2–9 for 1989–1990, K–12 for 1990–1991 current program has been in operation for the past three years only
8. SYSTEMS/MODELS: curriculum follows Sandra Kaplan’s model integrating content, process, product, and learning environment
9. PROGRAM TYPE: Special School
10. PROGRAM OPTIONS: higher-level content, basic skills, research skills, thinking skills, and products

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PROGRAM PROFILE FORM- OVERVIEW (PART I)

11. CONTENT: multidisciplinary, higher level thinking skills, problem solving, creativity
12. % OF POPULATION SERVED: 3–5%
13. AMOUNT OF TIME STUDENTS SPEND IN PROGRAM PER WEEK: full time special school
14. TEACHER’S ROLE: full time
15. GRADING OPTIONS: regular classroom grading process
16. COMMENTS:

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PROGRAM PROFILE FORM- IDENTIFICATION (PART II)

1. SCHOOL NAME OR CODE: B	2. TIME OF YEAR FOR IDENTIFICATION: spring
3. GRADE LEVELS: all	4. IDENTIFICATION DESIGN: matrix

IDENTIFICATION PROCEDURE:

5. STAGE OF IDENTIFICATION	6. INFO. SOURCE	7. TYPE OF INSTRUMENT	8. NAMES OF INSTRUMENTS	9. SELECTION CRITERIA	10. SPECIAL POPULATIONS PROVISIONS	11. DECISION MAKERS
nomination						
screening	tests	ability test	Raven's Progressive Matrices	none specified	none specified	
		achievement test	California Achievement Test			
Selection		checklist	SRBCSS Grades			administrator, teacher, counselor, psychologist or diagnostician
12. COMMENTS:						

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PROGRAM PROFILE FORM- CURRICULUM/STUDENT ASSESSMENT (PART III)

1. SCHOOL NAME OR CODE: B	2. GOALS: 6 program goals given including set-up goals (select and develop appropriate criteria for identification, etc.) and instructional goals (developing critical and creative thinking, flexible viewpoint, understanding of content at greater depth, enrichment opportunities, understanding self, development of ethics, productivity and intrinsic motivation
3. OBJECTIVES:	4. EVIDENCE OF SCOPE AND SEQUENCE OF ACTIVITIES: use of Kaplan approach to curriculum development stresses scope and sequence- higher level content, basic skills, research, thinking, and productive development
5. SCHOOL AND COMMUNITY SUPPORT SERVICES:	6. STAFF DEVELOPMENT SYSTEM: most staff development has been through the regional service center, most staff members have no formal course work in gifted education
7. PARENT, TEACHER, STUDENT, ADMINISTRATOR COMMUNICATION SYSTEMS:	

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PROGRAM PROFILE FORM- CURRICULUM/STUDENT ASSESSMENT (PART III)

STUDENT ASSESSMENT:

<p>8. NUMBER OF TIMES FORMAL ASSESSMENT TAKES PLACE DURING THE YEAR (GRADES, PROGRESS REPORTS):</p> <p>integrated in grading system</p>	<p>9. CRITERIA:</p> <p>evaluation regarding potential exiting from the program may be instigated by a parent or the teacher, a grade below 76 in a G/T class is used as a criterion for dismissal</p>	<p>10. PROCEDURES:</p>	<p>11. AVERAGE NUMBER OF STUDENTS PER GRADE LEVEL:</p>	<p>12. OTHER</p>
<p>13. COMMENTS:</p>				

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PROGRAM PROFILE FORM- PROGRAM EVALUATION (PART IV)

1. SCHOOL NAME OR CODE: B only information for student evaluation is provided	2. TIME OF YEAR FOR FORMAL REVIEW:
3. EVALUATION CYCLE:	4. GRADE LEVELS:
5. COMMITTEE MEMBERS:	

EVALUATION PROCEDURES:

6. FOCUS:	7. DESIGN:	8. INFORMATION SOURCES:	9. DATA GATHERING METHODS:
10. COMMENTS:			

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PROGRAM PROFILE FORM- OVERVIEW (PART I)

1. SCHOOL NAME OR CODE: C	2. PROGRAM TYPE: Special School
3. PHILOSOPHY/MISSION STATEMENT: The school offers a wide array of programs and services directed toward developing the abilities and competencies of gifted and talented pupils. Continued attempts to enrich the lives of these children as well as the lives of the people with whom they interact are made throughout the program. Although many students exhibit high intellectual ability, this school is not a school exclusively for the academically superior student. It is a school for children possessing a variety of gifts and talents.	4. NEEDS/BELIEF STATEMENTS:
5. DEFINITION OF GIFTEDNESS/TALENT: United States Office of Education guidelines	6. CONSTRUCT OF GIFTEDNESS/TALENT: general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, and skills in the visual and performing arts
DEMOGRAPHIC DATA (TOWN AND SCHOOL POPULATION, SIZE AND TYPE OF COMMUNITY, ETC.): population of urban area- 685,046, 113.4 square miles, school population is 55% African-American, 42% Caucasian, and 3% Hispanic and other	

PROGRAM DESCRIPTION:

7. GRADE LEVELS SERVED: 3–5, 270 students in entire school
8. SYSTEMS/MODELS:
9. PROGRAM TYPE: Special School
10. PROGRAM OPTIONS: enrichment, research projects, integration with the community, inventions, lessons in playing an instrument, Language Arts Olympics, Math Olympics, foreign language, science fair, national science Olympiad, nature club, camping, expansion of Educational Experiences club, visiting artists, symphony, chorus, and many other opportunities as new suggestions are made

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PROGRAM PROFILE FORM- OVERVIEW (PART I)

11. CONTENT: reading, language arts, foreign language, mathematics, social studies, science, music, visual arts, physical education, home economics, industrial arts
12. % OF POPULATION SERVED: students are selected from a large pool of eligible students throughout the city
13. AMOUNT OF TIME STUDENTS SPEND IN PROGRAM PER WEEK: full time
14. TEACHER'S ROLE: full time classroom teacher, most classes have a student teacher, special classes such as industrial arts, computers, home economics, music, physical education are taught by specially trained teachers
15. GRADING OPTIONS: regular school grades are given, narrative comments are made by the teacher, parent, and the student, a checklist and narrative report are supplied for parent/teacher conferences
16. COMMENTS:

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PROGRAM PROFILE FORM- IDENTIFICATION (PART II)

1. SCHOOL NAME OR CODE: C	2. TIME OF YEAR FOR IDENTIFICATION:
3. GRADE LEVELS:	4. IDENTIFICATION DESIGN:

IDENTIFICATION PROCEDURE:

5. STAGE OF IDENTIFICATION	6. INFO. SOURCE	7. TYPE OF INSTRUMENT	8. NAMES OF INSTRUMENTS	9. SELECTION CRITERIA	10. SPECIAL POPULATIONS PROVISIONS	11. DECISION MAKERS
nomination	teacher	checklist	Gifted and Talented Information Form		55% of student population is African-American	administrator, teachers random selection of Caucasian students is made from pool of students
12. COMMENTS:						

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PROGRAM PROFILE FORM- CURRICULUM/STUDENT ASSESSMENT (PART III)

<p>1. SCHOOL NAME OR CODE: C</p>	<p>2. GOALS: This school staff seeks to create a stimulating environment where the potential of every student is challenged and rewarded. Program goals include: developing an awareness of each pupil’s abilities and talents; fostering respect for the abilities and talents of others; and providing experiences in critical/creative thinking and problem solving skills</p>
<p>3. OBJECTIVES: teachers write and initiate curricular goals</p>	<p>4. EVIDENCE OF SCOPE AND SEQUENCE OF ACTIVITIES: maintained by individual classroom teachers for their subject matter areas</p>
<p>5. SCHOOL AND COMMUNITY SUPPORT SERVICES: 14 topics for curricular extensions were listed in the handbook in addition to other organizations such as a student advisory council, a parent-school organization (15 topics were listed for the parent-school organization)</p>	<p>6. STAFF DEVELOPMENT SYSTEM: conferences, workshops, and courses are available to the staff</p>
<p>7. PARENT, TEACHER, STUDENT, ADMINISTRATOR COMMUNICATION SYSTEMS: annual parent/teacher conferences, teachers develop their own communication systems, frequent communication is recommended, a newsletter is sent home periodically</p>	

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PROGRAM PROFILE FORM- CURRICULUM/STUDENT ASSESSMENT (PART III)

STUDENT ASSESSMENT:

<p>8. NUMBER OF TIMES FORMAL ASSESSMENT TAKES PLACE DURING THE YEAR (GRADES, PROGRESS REPORTS):</p> <p>quarterly, letter grades, narrative by teacher, comments by student and parent</p>	<p>9. CRITERIA:</p>	<p>10. PROCEDURES:</p>	<p>11. AVERAGE NUMBER OF STUDENTS PER GRADE LEVEL:</p> <p>90 students per grade level, 3 classrooms each for grades 3, 4, and 5</p>	<p>12. OTHER</p>
<p>13. COMMENTS:</p>				

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PROGRAM PROFILE FORM- PROGRAM EVALUATION (PART IV)

1. SCHOOL NAME OR CODE: C No specific program evaluation system was provided in the written documentation. Verbal confirmation of an evaluation was made.	2. TIME OF YEAR FOR FORMAL REVIEW: Spring
3. EVALUATION CYCLE: Annual	4. GRADE LEVELS: 3, 4, 5
5. COMMITTEE MEMBERS: All teachers	

EVALUATION PROCEDURES:

6. FOCUS: Student performance is evaluated by teachers, the principal receives feedback from parents informally	7. DESIGN:	8. INFORMATION SOURCES:	9. DATA GATHERING METHODS:
10. COMMENTS:			

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PROGRAM PROFILE FORM- OVERVIEW (PART I)

1. SCHOOL NAME OR CODE: E	2. PROGRAM TYPE: Separate Classroom
3. PHILOSOPHY/MISSION STATEMENT: The [name of school] District is committed to excellence in education for all students. Recognizing that this commitment demands fostering and developing the abilities of gifted and talented students, this School District accepts the responsibility of developing an exemplary instructional program for these students. Furthermore, the [name of district] School District is of a belief that all students including those that lack a full command of the English language (Limited English Proficient, LEP), those that are members of migrant families, and those that have unique learning styles and/or needs will have equal access to the gifted/talented program. (Gifted and Talented Program Implementation Plan)	4. NEEDS/BELIEF STATEMENTS:
5. DEFINITION OF GIFTEDNESS/TALENT: general intellectual ability, specific subject matter aptitude, creative and productive thinking ability, and leadership ability (USOE)	6. CONSTRUCT OF GIFTEDNESS/TALENT: general intellectual ability, specific subject matter aptitude, creative and productive thinking ability, and leadership ability
DEMOGRAPHIC DATA (TOWN AND SCHOOL POPULATION, SIZE AND TYPE OF COMMUNITY, ETC.): population- 12,694, 7.4 square miles, rural - small town, student population in district- 4,897	

PROGRAM DESCRIPTION:

7. GRADE LEVELS SERVED: 2–8
8. SYSTEMS/MODELS: none specified
9. PROGRAM TYPE: Separate Class
10. PROGRAM OPTIONS: Odyssey of the Mind, Future Problem Solving, Artifact Box, creativity training, computer programming, creative writing and mathematics competitions

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PROGRAM PROFILE FORM- OVERVIEW (PART I)

11. CONTENT: specific subject matter
12. % OF POPULATION SERVED: 6%, approximately 24 students/ grade level
13. AMOUNT OF TIME STUDENTS SPEND IN PROGRAM PER WEEK: full time
14. TEACHER'S ROLE: full time instructor, teachers have the option of team teaching with a teacher in another self-contained classroom
15. GRADING OPTIONS: quarterly letter grade
16. COMMENTS:

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PROGRAM PROFILE FORM- IDENTIFICATION (PART II)

1. SCHOOL NAME OR CODE: E	2. TIME OF YEAR FOR IDENTIFICATION: fall and spring
3. GRADE LEVELS: 2-8	4. IDENTIFICATION DESIGN: typical nomination, screening, selection method, matrix

IDENTIFICATION PROCEDURE:

5. STAGE OF IDENTIFICATION	6. INFO. SOURCE	7. TYPE OF INSTRUMENT	8. NAMES OF INSTRUMENTS	9. SELECTION CRITERIA	10. SPECIAL POPULATIONS PROVISIONS	11. DECISION MAKERS
nomination	parent recommendation teacher	informal message checklist	N/A Scale for Rating Behavioral Characteristics of Superior Students			
first screening phase	teacher test grades	checklist ach. test grades	SRBCSS Calif. Ach. Test N/A	90th%ile or higher avg. of 90 or more		
second phase	test	ability test	Raven's Progressive Matrices	at least an average score	no special scores	G/T coordinator, G/T teacher, principal
12. COMMENTS:						

Delcourt, M. A. B., & Evans, K. (1994). *Qualitative extension of the learning outcomes study* (Research Monograph 94110). University of Connecticut, The National Research Center on the Gifted and Talented.
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PROGRAM PROFILE FORM- CURRICULUM/STUDENT ASSESSMENT (PART III)

1. SCHOOL NAME OR CODE: E	2. GOALS: 5 long-range district goals, 6 general instructional goals, 8 instructional goals including addressing the cognitive and affective needs of students
3. OBJECTIVES: the academic objectives are prespecified by the state and local education boards, additional objectives are determined by the teachers	4. EVIDENCE OF SCOPE AND SEQUENCE OF ACTIVITIES:
5. SCHOOL AND COMMUNITY SUPPORT SERVICES: A program objective for every teacher is to invite parents to at least two school, regional, or state events for gifted education each year	6. STAFF DEVELOPMENT SYSTEM: courses include the characteristics and identification of gifted students, curriculum and creative problem solving
7. PARENT, TEACHER, STUDENT, ADMINISTRATOR COMMUNICATION SYSTEMS: classes are initiating newsletters	

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PROGRAM PROFILE FORM- CURRICULUM/STUDENT ASSESSMENT (PART III)

STUDENT ASSESSMENT:

<p>8. NUMBER OF TIMES FORMAL ASSESSMENT TAKES PLACE DURING THE YEAR (GRADES, PROGRESS REPORTS):</p> <p>grades are distributed quarterly</p> <p>an annual evaluation of student progress is initiated</p>	<p>9. CRITERIA:</p> <p>none specified</p>	<p>10. PROCEDURES:</p>	<p>11. AVERAGE NUMBER OF STUDENTS PER GRADE LEVEL:</p> <p>22</p>	<p>12. OTHER</p>
<p>13. COMMENTS:</p>				

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PROGRAM PROFILE FORM- PROGRAM EVALUATION (PART IV)

1. SCHOOL NAME OR CODE: E	2. TIME OF YEAR FOR FORMAL REVIEW: spring
3. EVALUATION CYCLE: annual, and at the end of the fifth grade a re-evaluation of all student records takes place	4. GRADE LEVELS: 2–8
5. COMMITTEE MEMBERS: principal, G/T coordinator, G/T teacher	

EVALUATION PROCEDURES:

<p>6. FOCUS:</p> <p>identification curriculum staff development parental/community involvement</p>	<p>7. DESIGN:</p> <p>not specified</p>	<p>8. INFORMATION SOURCES:</p> <p>teachers, administrators, parents</p>	<p>9. DATA GATHERING METHODS:</p> <p>each aspect of evaluation relates to a specific program objective; teachers' instructional units are reviewed; student identification procedures are reviewed to understand if there are any problems in the identification system; logs are reviewed to collect frequency of parent attendance at local and regional activities for the gifted; building administrators are asked to comment about the program in their schools</p>
10. COMMENTS:			

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PROGRAM PROFILE FORM- OVERVIEW (PART I)

1. SCHOOL NAME OR CODE: I	2. PROGRAM TYPE: Pull-out
3. PHILOSOPHY/MISSION STATEMENT: Goals for Academically Gifted Program: (a) To provide a learning environment where gifted students from diverse socio-economic backgrounds can investigate and exchange ideas and interact with each other through intellectual activities, (b) To provide a concept-oriented curriculum which stresses interdisciplinary relationships and high level thinking processes, (c) To promote the understanding of individual potential and the awareness of responsibilities of the gifted to self and society.	4. NEEDS/BELIEF STATEMENTS: Not specifically stated
5. DEFINITION OF GIFTEDNESS/TALENT: Gifted and talented students are those who are identified in grades 1–12 in the areas of high performance in academic and intellectual ability.	6. CONSTRUCT OF GIFTEDNESS/TALENT: academically gifted
DEMOGRAPHIC DATA (TOWN AND SCHOOL POPULATION, SIZE AND TYPE OF COMMUNITY, ETC.): population- 59,567, 455.5 square miles, described as rural, but has a town center and includes several industrial centers, total school district population- 8,700, 1,100 students served in the gifted program, 28 teachers for the gifted and talented program, program has been in existence for 12 years, current expenditure per pupil- \$3,200	

PROGRAM DESCRIPTION:

7. GRADE LEVELS SERVED: 2–12, students are screened during the first grade, state regulations include identification for students in grades 1–12
8. SYSTEMS/MODELS: Interdisciplinary units, Renzulli- Triad Model, Treffinger’s Self-directed Learning
9. PROGRAM TYPE: Pull-out
10. PROGRAM OPTIONS: Thematic Unit, Creative Problem Solving, Cooperative Learning, Odyssey of the Mind

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PROGRAM PROFILE FORM- OVERVIEW (PART I)

11. CONTENT: thematic-based units including emphasis on content (concept-based, transferability), process (thinking skills, discovery learning), product (tangible/intangible, transformative), evaluation (teacher/peer/self, setting criteria), and learning environment (student-centered, mobility)
12. % OF POPULATION SERVED: 12–13%
13. AMOUNT OF TIME STUDENTS SPEND IN PROGRAM PER WEEK: 2 hours and 5 minutes each week
14. TEACHER'S ROLE: itinerant teacher, resource room (this could be a gymnasium, a room shared with the visual arts teacher, a storage room, or a regular classroom), 3 half time teachers travel to 8 primary schools (K–4)
15. GRADING OPTIONS: narrative quarterly report
16. COMMENTS: grades 4–6 are departmentalized for the regular curriculum, students attend a resource pull-out program 1 day per week, students are transported to a center staffed by a consultant, a secretary, and 5 full-time teachers, in grades 7–9 the social studies classes are organized into nine-week units of study, in grades 10–12 students take honors and advanced placement courses

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PROGRAM PROFILE FORM- IDENTIFICATION (PART II)

1. SCHOOL NAME OR CODE: I	2. TIME OF YEAR FOR IDENTIFICATION: spring
3. GRADE LEVELS: 2–12, for the purposes of the research- 2–3	4. IDENTIFICATION DESIGN: weighted profile

IDENTIFICATION PROCEDURE:

5. STAGE OF IDENTIFICATION	6. INFO. SOURCE	7. TYPE OF INSTRUMENT	8. NAMES OF INSTRUMENTS	9. SELECTION CRITERIA	10. SPECIAL POPULATIONS PROVISIONS	11. DECISION MAKERS
screening	parents, teachers, administrators, self	nomination				
selection	IQ test achievement performance data- parents, teacher, self products,	IQ test ach. test anecdotal records, products, grades	variety accepted Comprehensive Test of Basic Skills	weight of 45 weight of 45	for underachievers, 96%ile and above on one approved measure, plus probation in program	teacher, administrator, psychologist or counselor (if available)
12. COMMENTS:						

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PROGRAM PROFILE FORM- CURRICULUM/STUDENT ASSESSMENT (PART III)

1. SCHOOL NAME OR CODE: I	2. GOALS: three main program goals including to have an appropriate learning environment for those from diverse socio-economic backgrounds, interdisciplinary content, higher level thinking, understanding of self and society
3. OBJECTIVES: specific objectives for each unit of study	4. EVIDENCE OF SCOPE AND SEQUENCE OF ACTIVITIES: The program goals will be implemented through interdisciplinary units at the elementary level. These skill areas to be addressed at the elementary level are social (self and group), organizational, research, and thinking (systematic and creative). A skills continuum has been developed incorporating elements of the district's science skills continuum. At each grade level, the skills are identified as being introductory or extended.
5. SCHOOL AND COMMUNITY SUPPORT SERVICES: variety of extra-curricular activities employing the community	6. STAFF DEVELOPMENT SYSTEM: ongoing staff development required of all TAG teachers
7. PARENT, TEACHER, STUDENT, ADMINISTRATOR COMMUNICATION SYSTEMS: frequent meetings, newsletters, notes	

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PROGRAM PROFILE FORM- CURRICULUM/STUDENT ASSESSMENT (PART III)

STUDENT ASSESSMENT:

<p>8. NUMBER OF TIMES FORMAL ASSESSMENT TAKES PLACE DURING THE YEAR (GRADES, PROGRESS REPORTS):</p> <p>grades (Excellent, Satisfactory, Needs Improvement) sent home twice/year for third grade, narratives included, second grade students get grades at end of unit</p>	<p>9. CRITERIA:</p>	<p>10. PROCEDURES:</p>	<p>11. AVERAGE NUMBER OF STUDENTS PER GRADE LEVEL:</p>	<p>12. OTHER</p>
<p>13. COMMENTS:</p>				

Delcourt, M. A. B., & Evans, K. (1994). *Qualitative extension of the learning outcomes study* (Research Monograph 94110). University of Connecticut, The National Research Center on the Gifted and Talented.
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PROGRAM PROFILE FORM- PROGRAM EVALUATION (PART IV)

1. SCHOOL NAME OR CODE: I	2. TIME OF YEAR FOR FORMAL REVIEW: unspecified
3. EVALUATION CYCLE: annual	4. GRADE LEVELS: all
5. COMMITTEE MEMBERS:	

EVALUATION PROCEDURES:

6. FOCUS: evaluate all programs- academic and arts evaluate all staff members	7. DESIGN: unspecified	8. INFORMATION SOURCES: students, teachers	9. DATA GATHERING METHODS: student projects, teacher reports, TAG teachers' verbal feedback about the program
10. COMMENTS:			

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PROGRAM PROFILE FORM- OVERVIEW (PART I)

1. SCHOOL NAME OR CODE: M	2. PROGRAM TYPE: Within-class
3. PHILOSOPHY/MISSION STATEMENT: Belief in building a School-wide Modified Enrichment Triad Model through a cluster group setting	4. NEEDS/BELIEF STATEMENTS:
5. DEFINITION OF GIFTEDNESS/TALENT: Three-Ring Conception, specifically above average academic and /or creativity	6. CONSTRUCT OF GIFTEDNESS/TALENT: above average academic and/or creativity
DEMOGRAPHIC DATA (TOWN AND SCHOOL POPULATION, SIZE AND TYPE OF COMMUNITY, ETC.): city population 1,222,120, 191 square miles, population of school district- 88% African-American, 8% Caucasian, 2% Hispanic, less than 1% Asian, less than 1% Native American.	

PROGRAM DESCRIPTION:

7. GRADE LEVELS SERVED: 183 elementary schools, 52 middle schools, 23 high schools, program for the gifted in grades K–12, 15,000 students served in program
8. SYSTEMS/MODELS: School-wide Modified Enrichment Triad Model
9. PROGRAM TYPE: Within-class
10. PROGRAM OPTIONS: Talents Unlimited, teaching of, for, and about thinking, collaborative/cooperative learning, Glasser classroom meetings, curriculum differentiation/compacting, thematic units, reciprocal teaching, Junior Great Books, debate, Future Problem Solving, etc.

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PROGRAM PROFILE FORM- OVERVIEW (PART I)

11. CONTENT: regular classroom content
12. % OF POPULATION SERVED: 6.5%
13. AMOUNT OF TIME STUDENTS SPEND IN PROGRAM PER WEEK: full-time
14. TEACHER'S ROLE: full-time instruction
15. GRADING OPTIONS: quarterly letter grades
16. COMMENTS:

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PROGRAM PROFILE FORM- IDENTIFICATION (PART II)

1. SCHOOL NAME OR CODE: M	2. TIME OF YEAR FOR IDENTIFICATION: spring
3. GRADE LEVELS: 2–3 for study	4. IDENTIFICATION DESIGN: three-step process

IDENTIFICATION PROCEDURE:

5. STAGE OF IDENTIFICATION	6. INFO. SOURCE	7. TYPE OF INSTRUMENT	8. NAMES OF INSTRUMENTS	9. SELECTION CRITERIA	10. SPECIAL POPULATIONS PROVISIONS	11. DECISION MAKERS
nomination	teacher	school district form	nomination form	unspecified number of points awarded for sections, students with certain number of points move to step 2		
	test	ability test	Cognitive Abilities Test			
identification	teacher	checklist	SRBCSS			
	student	informal	student writes or draws about personal achievement			
	parents	informal form	nomination form	unspecified number of points awarded		
				rank order names, no prespecified cutoff	taken into consideration when points are awarded	Enrichment Team
12. COMMENTS:						

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PROGRAM PROFILE FORM- CURRICULUM/STUDENT ASSESSMENT (PART III)

1. SCHOOL NAME OR CODE: M	2. GOALS: 4 program goals- promote literacy, provide interaction between parents and the school, demonstrate increased student achievement, integrate special curricular adaptations, 6 expectations for teachers, 11 attributes of a cluster classroom
3. OBJECTIVES: teachers develop specific classroom objectives	4. EVIDENCE OF SCOPE AND SEQUENCE OF ACTIVITIES: developed according to sequence of skills in regular curriculum
5. SCHOOL AND COMMUNITY SUPPORT SERVICES: many types of involvement with parents and the community are encouraged, pamphlet about creating partnerships between family, child, and school, Family Volunteer Interest Survey includes categories for classroom activities, parent led activities, special activities, teacher assistants	6. STAFF DEVELOPMENT SYSTEM: required participation in workshops, all teachers trained in model and classroom options, monthly meetings during school year
7. PARENT, TEACHER, STUDENT, ADMINISTRATOR COMMUNICATION SYSTEMS: see community support, teachers also required to increase parental involvement in the school	

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PROGRAM PROFILE FORM- CURRICULUM/STUDENT ASSESSMENT (PART III)

STUDENT ASSESSMENT:

<p>8. NUMBER OF TIMES FORMAL ASSESSMENT TAKES PLACE DURING THE YEAR (GRADES, PROGRESS REPORTS):</p> <p>quarterly letter grades</p>	<p>9. CRITERIA:</p>	<p>10. PROCEDURES:</p>	<p>11. AVERAGE NUMBER OF STUDENTS PER GRADE LEVEL:</p>	<p>12. OTHER</p>
<p>13. COMMENTS:</p>				

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PROGRAM PROFILE FORM- PROGRAM EVALUATION (PART IV)

1. SCHOOL NAME OR CODE: M	2. TIME OF YEAR FOR FORMAL REVIEW: annual, spring
3. EVALUATION CYCLE: annual, plus special reviews of classroom models	4. GRADE LEVELS: K–12, special reports on cluster classrooms- elementary schools
5. COMMITTEE MEMBERS: coordinator, teachers	

EVALUATION PROCEDURES:

6. FOCUS: cognitive and affective skills	7. DESIGN: correlational for cognitive variables, qualitative analysis for affective variables	8. INFORMATION SOURCES: students, parents, administrators	9. DATA GATHERING METHODS: achievement scores open-ended questionnaires, interviews
10. COMMENTS:			

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PROGRAM PROFILE FORM- OVERVIEW (PART I)

1. SCHOOL NAME OR CODE: O	2. PROGRAM TYPE: Within-class
3. PHILOSOPHY/MISSION STATEMENT: commitment to developing academic skills in mathematics and language arts	4. NEEDS/BELIEF STATEMENTS:
5. DEFINITION OF GIFTEDNESS/TALENT: USOE, Three-Ring	6. CONSTRUCT OF GIFTEDNESS/TALENT: academic ability, mathematics, language arts
DEMOGRAPHIC DATA (TOWN AND SCHOOL POPULATION, SIZE AND TYPE OF COMMUNITY, ETC.): city population- 68,040, 722 square miles for county school district, 93% Caucasian, 4–5% African-American, in program- 11% African-American, 78% Caucasian	

PROGRAM DESCRIPTION:

7. GRADE LEVELS SERVED: K–12, for this study, 2–3
8. SYSTEMS/MODELS: regular classroom instruction - Comprehensive School Mathematics Program, advanced and enriched language arts program
9. PROGRAM TYPE: Within-class
10. PROGRAM OPTIONS: Odyssey reading program, Bookmark Reading program

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PROGRAM PROFILE FORM- OVERVIEW (PART I)

11. CONTENT: regular classroom program
12. % OF POPULATION SERVED: 18%
13. AMOUNT OF TIME STUDENTS SPEND IN PROGRAM PER WEEK: full-time
14. TEACHER'S ROLE: full-time
15. GRADING OPTIONS: regular letter grades
16. COMMENTS:

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PROGRAM PROFILE FORM- IDENTIFICATION (PART II)

1. SCHOOL NAME OR CODE: O	2. TIME OF YEAR FOR IDENTIFICATION: spring
3. GRADE LEVELS: 2-3	4. IDENTIFICATION DESIGN: four-step process

IDENTIFICATION PROCEDURE:

5. STAGE OF IDENTIFICATION	6. INFO. SOURCE	7. TYPE OF INSTRUMENT	8. NAMES OF INSTRUMENTS	9. SELECTION CRITERIA	10. SPECIAL POPULATIONS PROVISIONS	11. DECISION MAKERS
nomination-continuous process screening	student, parent, teacher, administrator test grades	informal nomination achievement test grades	Metropolitan Achievement Test and/or Analytical Reading Inventory for mathematics and reading scores	92%ile and above A-B range	specific teacher training to identify characteristics of high ability children who are underachievers, have handicaps, economically disadvantaged	student can qualify for the program in reading, language arts or both team decision-coordinator, teachers, administrator

12. COMMENTS:

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PROGRAM PROFILE FORM- CURRICULUM/STUDENT ASSESSMENT (PART III)

1. SCHOOL NAME OR CODE: O	2. GOALS: 5 program goals and related strategies- complete student identification, implement curriculum, provide professional development, promote advisory committee, conduct an evaluation of the program
3. OBJECTIVES: specified according to program goals, curricular goals specified by individual teachers	4. EVIDENCE OF SCOPE AND SEQUENCE OF ACTIVITIES: related to regular curriculum
5. SCHOOL AND COMMUNITY SUPPORT SERVICES: maintain community involvement through advisory committee events	6. STAFF DEVELOPMENT SYSTEM: ongoing through staff and local university faculty
7. PARENT, TEACHER, STUDENT, ADMINISTRATOR COMMUNICATION SYSTEMS: newsletter and advisory committee	

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PROGRAM PROFILE FORM- CURRICULUM/STUDENT ASSESSMENT (PART III)

STUDENT ASSESSMENT:

<p>8. NUMBER OF TIMES FORMAL ASSESSMENT TAKES PLACE DURING THE YEAR (GRADES, PROGRESS REPORTS):</p> <p>quarterly letter grades, satisfactory/unsatisfactory for primary grades, plus comments</p>	<p>9. CRITERIA:</p>	<p>10. PROCEDURES:</p>	<p>11. AVERAGE NUMBER OF STUDENTS PER GRADE LEVEL:</p>	<p>12. OTHER</p>
<p>13. COMMENTS:</p>				

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PROGRAM PROFILE FORM- PROGRAM EVALUATION (PART IV)

1. SCHOOL NAME OR CODE: O	2. TIME OF YEAR FOR FORMAL REVIEW: not specified
3. EVALUATION CYCLE: annual and additional evaluation plan approximately every 2 years	4. GRADE LEVELS: K–12
5. COMMITTEE MEMBERS: teachers, administrators, consultants	

EVALUATION PROCEDURES:

6. FOCUS: not specified	7. DESIGN: survey	8. INFORMATION SOURCES: teachers, parents, students, administrators	9. DATA GATHERING METHODS: surveys
10. COMMENTS: unclear when evaluation occurs, one section states annually, another indicates a two-year schedule			