

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - June 27, 2011 - 4:00 PM
District Administration Building
210 County Rd. 101, N, Plymouth, MN

AGENDA

1.	CALL TO ORDER/ROLL CALL	3
2.	ADMINISTRATIVE	
	A. Legislative Update - B. Noyed - <i>10 Minutes</i>	
3.	TEACHING AND LEARNING	
	A. Vision 21 Report - G. Lofton - <i>30 minutes</i>	4
	B. Q Comp State Report - 2010-11 - B. Anderson - <i>20 minutes</i>	98
	C. Early Childhood Learning Scholarship Results - B. Wittman, B. Arrington, M. Treno, B. Heim - <i>20 Minutes</i>	110
4.	FINANCIAL	
5.	HUMAN RESOURCES	
6.	BOARD REPORTS	
7.	SCHOOL BOARD	
	A. Board Agenda Process - P. Gleason - <i>15 minutes</i>	
	1. Gift Acknowledgement/Practice	131
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	3. New Business Section of Agenda	
	B. Tentative Board Agenda for July 11, 2011 - <i>5 minutes</i>	133
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WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

MISSION

Our Core Purpose:

The mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

VISION

What We Intend to Create and Experience:

The vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships:

- High achievement by each and every student—no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make.

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Operational Excellence:

- Attraction, development and retention of exemplary, creative and engaged employees;
- Accountability by all staff for individual and collective performance;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – June 27, 2011

AGENDA SECTION: 1. CALL TO ORDER/ROLL CALL

ITEM: _____

COMMENTS BY: Board Chair Gleason

Linda A. Cohen, Board Clerk, will call the roll:

	<u>PRESENT</u>	<u>ABSENT</u>
Ms. Linda A. Cohen	_____	_____
Ms. Susan H. Droegemueller	_____	_____
Ms. Susan Gaither	_____	_____
Ms. Patricia L. Gleason	_____	_____
Mr. Jay A. Hesby	_____	_____
Mr. John A. Moroz	_____	_____
Ms. Carter G. Peterson	_____	_____
Dr. Chace B. Anderson, Ex Officio	_____	_____

MEMO

TO: Wayzata Public Schools Board of Education
FROM: Dr. Karen B. Rogers, Dr. Karen L. Westberg
RE: Working Draft of Vision 21 Program Review Report
DATE: June 23, 2011

This is the working draft of our comprehensive program review of Vision 21 services in the Wayzata District. It might not be without typos, some lack of clarity in explanation of recommendations, concerns, program components, all of which we will hope to rectify after a careful discussion with you at next Monday's session. We look forward to hearing your responses to the ideas proposed here.

**Wayzata Public Schools
Vision 21 Program Review
June, 2011**

**Submitted By
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Executive Summary

Wayzata Public Schools has traditionally topped the State of Minnesota in the performance of their students with gifts and talents. One only needs to look at the most recent numbers of Advanced Placement exams successfully completed, the number of AP courses students choose to take at the High School, the extraordinary performance of Wayzata students among the State of Minnesota's Scholars of Distinction program, and the state, regional, and national performances of Wayzata students in mathematics competitions and programs such as Destination Imagination to support this assertion. During the school year, 2010 – 2011, Drs. Karen B. Rogers and Karen L. Westberg of the University of St. Thomas helped the district plan and conduct a thorough K-12 program review of its Vision 21 program. A 2-phase plan of data collection was undertaken: (1) survey data from all Vision 21 teachers, Vision 21 students, and parents of Vision 21 students; and (2) qualitative on-site interviews with each building principal and Vision 21 teacher, in addition to Vision 21 class observations. Data from both the quantitative and qualitative phases were triangulated to identify the strengths and potential areas for improvement in the Vision 21 services provided. From these results, a set of recommendations were made, accompanied by a rationale for these recommendations and a suggested timeline for implementation.

Considered strengths of the program are:

- Gifted and talented students in the Wayzata Schools perform at the highest levels in every academic area in comparison to other districts in Minnesota.
- Mathematics at advanced levels has been quite well done and well thought out in the district.
- Vision 21 co-curriculars have been well selected and student success in competition has reflected well on the district.
- Consistency of funding and allocation of Vision 21 personnel has been accomplished in an equitable manner to every school in the district.
- A system is in place to assign elementary Vision 21 students who “qualify” for middle school advanced mathematics classes; likewise, the V21 resource teacher at the high school has collaborated with the middle school V21 teachers to systematically enroll students into appropriate challenge and choices at the high school.
- Teachers generally “expect” that there is a V21 program in place, leading to greater support, perhaps, for services than would happen otherwise.
- There is a rich history of strong Vision 21 teachers who have stayed with the program for many years.

Considered areas that may need improvement are:

- Few examples of daily talent development in mathematics and language arts/reading talent exist at the elementary level and daily talent development in language arts is not provided at the middle school level

- Inconsistent levels of challenge are provided in mathematics and language arts/reading before high school.
- The procedures for program qualification are inconsistent, underserving some populations of learners.
- The lack of a central message that communicates what V21 is about, who are the gifted or talented, and what the mission and goals of V21 should be has led, perhaps, to an inconsistent understanding of the program and how it should be implemented.

Recommendations include:

- Full-time Gifted Services position at District level, part-time Gifted Services coordinator at the elementary and middle school levels, and establishment of a Steering Committee to head program policy and implementation efforts across the 3-year implementation timeline
- Development of a strong vision and mission for the program, an updated policy that covers identification, programming, acceleration, homework makeup, required instructional management by schools such that daily academic services are provided at each building level, not just at the high school
- Development of a comprehensive, systematic, comprehensive identification process to identify and place the top 10% (N = 1000 students) for daily challenge in their respective academic talent areas
- Aligned curriculum in all academic core areas, grade 2 – 8 such that all district schools provide the same sets of learning experiences to their learners with gifts or talents
- Development of a “Potential Scholars” program to support culturally diverse, underserved populations of learners so that they ultimately can succeed in high challenge classes by middle school and high school
- Development of a scope and sequence of affective learning experiences, grades 2-8
- Development of a plan of professional development for both new and veteran gifted resource teachers
- Centralization of the set of academic co-curriculars across all building levels (elementary, middle school, high school)

Included in this program review are a rationale to support all recommendations made for program revision/restructure, a suggested set of revised roles and responsibilities for central leadership of the program and for resource teachers at the individual school level, and an implementation timeline. It is believed that the strong foundation for a program is in place, and that although there are multiple changes recommended to that structure, they can be fairly easily accomplished by this already far-seeing district. Over the course of the next three years, it is possible to make this good program an excellent one. And with that excellence, it is clear that the district’s traditional student performance success will stand out even more powerfully than it currently does.

Wayzata Public Schools Vision 21 Program Review

Background for the Program Review Undertaken

Wayzata Public Schools has traditionally topped the State of Minnesota in the performance of their students with gifts and talents. One only needs to look at the most recent numbers of Advanced Placement exams successfully completed, the number of AP courses students choose to take at the High School, the extraordinary performance of Wayzata students among the State of Minnesota's Scholars of Distinction program, and the state, regional, and national performances of Wayzata students in mathematics competitions and programs such as Destination Imagination to support this assertion. In late fall, 2010, the Gifted Education faculty at the University of St. Thomas were asked by Dr. Gabe Lofton, Wayzata Director of Equity and Excellence, to develop a comprehensive program review plan and set of recommendations, from which the district committee overseeing this effort could choose the strategies they wished employed to strengthen their Vision 21 program for Wayzata's students with gifts or talents. The following was the program review plan accepted and subsequently implemented when district decision-makers reviewed the proposed program review via Skype.

The Wayzata District has maintained a gifted/ talented program at all school levels for many years and did conduct a comprehensive evaluation of services across all levels (K-12) approximately 10 years ago. With the employment of Dr. Lofton and the ideas he would like to bring to the gifted program, it was felt that documentation of the current quality and scope of gifted and talented (GT) program services as well as how adequate they currently are in meeting both the academic and non-academic needs of the district's learners with gifts and talents were in order. The purposes of the review/audit/needs assessment, therefore, were threefold: (1) to describe the overall strengths and weaknesses of existing K-12 services; (2) to assess the quality of services offered; and (3) to provide information in order to maintain or revise service provisions for the district's students in need of GT services.

Program Review Design

The Renzulli & Smith *Diagnostic and Evaluative Scales for Differential Education for the Gifted* model (DESDEG), Rutherford & Hall's *Concerns-Based Assessment Model* (CBAM), and VanTassel-Baska's *Classroom Observation Scales* (COS-R) to help understand whether Vision 21 students were consistently receiving the differentiated curriculum and instruction they require. DESDEG was used to systematically collect data on 15 key features of gifted/talented educational services:

Component One:	Philosophy and Objectives
Feature 1:	Existence, Adequacy of Services
	Document and Materials
Feature 2:	Application of Services Document
Component Two:	Student Identification and Placement
Feature 3:	Validity of Conception, Adequacy of Procedures
Feature 4:	Appropriateness of Relationship between Match of Student Needs and GT Services
Component Three:	Curriculum and Instruction
Feature 5:	Relevance of Conception
Feature 6:	Comprehensiveness
Feature 7:	Articulation
Feature 8:	Adequacy of Instructional Facilities
Component Four:	Teaching Staff
Feature 9:	Selection
Feature 10:	Training
Component Five:	Organization and Operation of Services
Feature 11:	General Staff Orientation
Feature 12:	Administrative Responsibilities, Leadership
Feature 13:	Functional Adequacy of Organization
Feature 14:	Financial Allocations
Feature 15:	Provision for Evaluation

The quality of program services was assessed through use of 12 criteria suggested in the research of Dr. Karen Rogers, based on her synthesis of all “best practices” in gifted education (2008). These criteria to make judgments about the quality of GT educational services K-12 included:

Criterion One:	Daily talent development K-12
Criterion Two:	Consistent challenge in all academic core areas
Criterion Three:	Opportunities for independent learning
Criterion Four:	Conceptual organization of differentiated curriculum
Criterion Five:	Pacing and subject acceleration in math, science, foreign language
Criterion Six:	Differentiated instructional delivery generally
Criterion Seven:	Subject acceleration options K-12 in all academics
Criterion Eight:	Grade-based acceleration options K-12

Criterion Nine:	Grouping options for learning and socializing
Criterion Ten:	Credit for Prior Learning
Criterion Eleven:	Attention to the developmental affective needs of GT learners
Criterion Twelve:	Consistent extension of regular school curriculum

The program review conducted was considered to be a formative evaluation with the intent to aid in revising or improving the quality and scope of services the district provides. Recommendations made by the program review team have been based on the *2010 Pre-K-Grade 12 Programming Standards*, published by the National Association for Gifted Children (2010), a well-developed set of 6 program standards that can be implemented by any district in the process of restructuring their service provisions. As cost is always at issue in gifted program services, care was taken not to consider “pie in the sky” recommendations that no district could afford! A copy of the NAGC Program Standards is included in the appendix of this report (See Appendix 1).

Data Collection Procedures

1. Instrumentation Design

Five instruments were developed/adapted for the district program review in collaboration with the program review team from University of St. Thomas to answer specific questions underlying each program component/feature to be evaluated. In general, questionnaire data were to be followed by observations and interviews. Each source of data was expected to be triangulated (corroborate) other data sources, so that the program review would be comprehensive, systematic, and objective in nature.

1. ***Teacher Survey About Vision 21 in Wayzata Public Schools*** This instrument, based on the *Concerns-Based Assessment Model* (CBAM), developed by Rutherford and Hall (1982), was adapted to assess Vision 21 resource teachers' concerns with and reactions to the current Vision 21 educational services (math, reading/language arts, curriculars). Most items on this questionnaire used a Likert Scale response approach to measure teachers' degree of agreement or disagreement with the given statements. Some provision was made for open-ended responses as well. The respondents were provided with a single instrument and once they had indicated their building level (e.g., elementary), their responses were divided accordingly for analysis of responses. Although initially conceived as a questionnaire that would be distributed to all classroom teachers, the district program review team decided to limit its transmission across all schools and classroom teachers. It was administered to a greater number of high school teachers, who were more likely to teach advanced or honors courses, even without the “Vision 21” label on them, but it was not administered across all building levels.

The instrument was transmitted as an on-line using Surveymonkey so that expedient descriptive data could be simultaneously collected, analyzed, and interpreted. A copy of this instrument can be found in Appendix 2 (Instrument Samples) of this report.

2. ***Student Survey of Vision 21 Opportunities*** This instrument was developed in three separate forms: (1) elementary services; (2) middle school advanced opportunities; and (3) high school advanced opportunities. The questionnaires measured Vision 21 students' responses to the service options in which they were involved in their respective school levels. Most items on these questionnaires utilized a Likert Scale response approach to measure the degree of students' agreement or disagreement with the given statements, but open-ended responses were also used to encourage students to specify perceived strengths, weaknesses, and recommendations for change or maintenance. All students receiving Vision 21 services or co-curriculars were surveyed. The instrument was administered on-line using Survey Monkey which was sent out in conjunction with the parent instrument in March, 2011. The district program review team determined that the questionnaires should be administered in this fashion, even though on-site administration would have probably resulted in a higher response rate. Use of this on-line system, however, made it possible that expedient descriptive data could be simultaneously collected, analyzed, and interpreted. The response rate was strong enough that follow-up focus groups or interviews with Vision 21 students were not needed. A copy of this instrument (in all three building level forms) can be found in Appendix 2.

3. ***Parent Survey of Vision 21 Program Services*** This instrument measured the parents' (Vision 21 students only) responses to the Vision 21 services provided by the respective schools included in this program review. Three forms of the instrument were developed to pertain to the three building levels in the district: (1) Elementary Vision 21 services; (2) MS Vision 21 and Advanced Opportunities; and (3) HS Advanced Opportunities. Most items on this questionnaire were structured as Likert Scale response choices to measure the degree of agreement or disagreement with the given statements, but provisions were also made for open-ended responses about the strengths, weaknesses, and recommendations for change and maintenance. All parents of Vision 21 students in the district were surveyed. In March, 2011, this instrument was transmitted on-line using the Survey Monkey system so that expedient descriptive data could be simultaneously collected, analyzed, and interpreted. A "package" of on-line questionnaires was emailed, as URL links, to each home, with parent and student each completing their respective questionnaire. A copy of this instrument (in all three building level forms) can be found in Appendix 2.

4. ***Classroom Observation Scales*** This instrument described and assessed actual classroom implementations of gifted instructional strategies. The on-site observers collected observational data, using Van Tassel-Baska's (2007) well-

validated and reliable *Classroom Practices Scales-Revised* as an observation guide. The review team also made judgments about the degree to which each school level's program services meet the 12 "criteria of quality" (Rogers, 2008), listed in the previous section of this proposal. Copies of these two instruments are included in Appendix 2 of this report.

5. ***Vision 21 Interview Schedule for Principals and Vision 21 Teachers*** This interview schedule collected information from each on-site Vision 21 resource teacher and each school principal about the "key features" of GT education services (DESDEG). Both members of the team visited all building sites in the Wayzata District in order to collect perceptions of Vision 21 from all buildings within each building level in the district. Each interview took approximately 1 hour per respondent and almost all interviews included both members of the UST program review team. In 2 instances, only one interviewer could be present. A copy of this instrument can be found in Appendix 2 of this report.

2. **GT Services Document Analysis Procedure**

A content analysis was also conducted on any Vision 21 services documents and materials provided by the individual schools, by the District Office, and from the school district website in order to corroborate information collected through the surveys, interviews, and observation visits.

Procedures Followed in Program Review

Dr. Gabe Lofton arranged for Dr. Rogers to meet via Skype with all building principals to propose the program review and procedures. The principals had many good suggestions for the timelines the UST program review team should follow (considering spring testing) and whom should be included in the survey phase of the review. After making small revisions to the initial proposal, Dr. Rogers presented the revised proposal to the Vision 21 teacher group, across all three building levels. Again, good questions were asked and addressed as the program review proceeded. Dr. Lofton invited representative principals and Vision 21 resource teachers to comprise a District Program Review Team. This group met on two occasions (January 26 and February 28, 2011) to provide advice on the instrumentation and procedures for the program review. Once instrumentation was revised and acceptable, the district identified the email addresses of all Vision 21 teachers, a sampling of regular classroom teachers, all Vision 21 students at all three building levels, and their parents; the survey links were sent via email to these lists in early March, 2011, with almost immediate response from the respective groups. Initially it had been hoped that all survey data would have been collected before state testing, but there were difficulties in culling the appropriate email addresses for the survey itself. The District Program Review Team had "talked up" the process, however, and it is believed the community was ready to respond when the district

could get the links out. Despite the desire of all involved to have completed all quantitative data collection and be ready for follow up site observations and interviews, these latter procedures could not be implemented until April and early May. Although initially selected schools were to be included in this qualitative phase, it was determined by the Program Review Team that all schools be included in this qualitative data collection. In almost every case, both UST program reviewers visited each school site and jointly interviewed the two on-site respondents (principal and Vision 21 resource teacher). The last interviews were completed in the last week of April. When the program reviewers scanned the data collected, it was clear that not enough data had been collected from regular classroom teachers in the 2 - phase process. Hence, three after school listening sessions were arranged for May and all teachers from across the district were invited to attend and “speak their mind” about perceptions of Vision 21 program quality and scope. Sunset Hill, Greenwood, and Central Middle School were the three sites chosen for these sessions. Teachers who attended were very helpful in representing their own and their colleagues’ viewpoints about program quality. Although the program reviewers considered creating an additional regular teacher survey to collect these data, the quality of response received during the listening sessions contributed greatly to their perspective of Vision 21 services, which might not have been as well represented by a low-response questionnaire sent to harried teachers near the end of the school year.

Program Review Results

Phase One: Quantitative Results

Elementary Student Responses

A total of 94 elementary students responded to items on the survey, with all grade levels represented. Grade 1 has the fewest respondents ($n = 12$), and Grade 3 has greatest number of respondents ($n = 24$). The gender breakdown of the students was 59 boys and 35 girls. Of the 94 students, 76 participate in Vision 21 Reading and 79 participate in Vision 21 Mathematics. After students indicated whether they participated in Vision 21 Reading, Vision 21 Mathematics, or both, the appropriate questions for each choice were provided to the students. The majority of the items on the survey asked students to indicate their level of agreement with statements that were subsequently categorized into the following four perception categories: challenge, enjoyment, choice, and interest. Students rated statements about their regular grade level classes and Vision 21 Reading and Vision 21 Mathematics classes on a 4-point response scale (very true, pretty true, somewhat true, and not true). For example, one of the “interest” items was, “I have a chance to work on things that interest me” and a “challenge” item was, “The activities I do in my classes are challenging”. Table 3 (in Appendix 1) presents the means (averages), standard deviations, and interpretation codes for the challenge, enjoyment, choice, and interest categories of items. The table indicates that

students rated their Vision 21 Reading and Vision 21 Mathematics considerably higher in terms of interest and challenge, with choice and enjoyment being rated slightly higher than their regular classes.

After rating these items, students were asked to indicate their most favorite and least favorite subjects (mathematics, science, language arts, and social studies) and the degree of challenge, enjoyment, choice, and interest in the four subject areas (rated on a 4-point response scale). Mathematics was listed as the most favorite subject by 51% of these gifted elementary students. The majority of the students rated mathematics, language arts, and science as “very interesting” and the majority rated mathematics, language arts, science, and social studies as “somewhat challenging”. When indicating the choices students have in assignments or activities in each subject area, the majority of the students rated social studies with a “no choices”, language arts and science with a “few choices”, and mathematics with “some choices”.

Students had the opportunity to respond to some open-ended questions on the survey. Several students made statements about Vision 21 relieving boredom, such as, “I like Vision 21 because it fits me and I don’t have to sit in my regular class and learn stuff I already know.” In addition, many students made statements about wishing they had their Vision 21 classes more often. A few students made statements about wishing they had less homework in Vision 21 and expressed complaints about having to do the work they were missing in their regular classes when participating in Vision 21.

Middle School Student Responses

A total of 61 middle school students responded to items on the survey, with all grade levels represented (Grade 6, $n = 25$; Grade 7, $n = 22$; Grade 8, $n = 14$). The gender breakdown of the middle school students responding to the survey was 25 boys and 36 girls. Of the 61 students, 53 participate in Vision 21 Reading, 50 participate in Accelerated Mathematics, and 45 participate in Vision 21 Co-curricular Opportunities. After students indicated whether they participate in Vision 21 Reading, Accelerated Mathematics, or Vision 21 Co-curricular Opportunities, the appropriate questions regarding their program participation were directed to the students, meaning that the students involved in only V21 reading, for example received just questions pertaining to reading.

As with the elementary survey, the majority of the items on the middle school student survey asked students to indicate their level of agreement with statements subsequently categorized into the following four categories: challenge, enjoyment, choice, and interest. Students rated statements about their core (regular) classes, Vision 21 Reading, and Accelerated Mathematics classes on a 4-point response scale (very true, pretty true, somewhat true, and not true). For example, one of the “interest” items was, “What I do in my classes fits my interests” and a “challenge” items was, “The work I do in most of my classes is demanding”. The bottom portion of Table 3 presents the means (averages), standard deviations, and interpretation codes for the challenge, enjoyment, choice, and interest

categories of items. The table indicates that students rated their Vision 21 Reading and Accelerated Mathematics classes considerably higher than core classes in terms of “challenge”. Students rated the Vision 21 Reading and Accelerated Mathematics classes somewhat higher than core classes in terms of “interest”. Students rated “choices” more highly in their core classes than for the V21 Reading and Accelerated Mathematics classes. There were no differences in students’ ratings on “enjoyment” between Vision 21 and core classes and, surprisingly, “enjoyment” was rated lower in Accelerated Mathematics versus Vision 21 Reading and core classes.

After rating these items, students were asked to rate the degree of challenge, enjoyment, choice, and interest in the four subject areas (rated on a 4-point response scale). The majority of the students rated their interest in mathematics and social studies as “very high” and the majority rated their interest in language arts and science as “high”. When indicating the degree of challenge in each subject, the majority of the students rated mathematics as “high”, and language arts, science, and social studies as “low”. When indicating the amount of choice students have in assignments or activities in each subject area, the majority of the students rated social studies as “high”, mathematics and language arts as “low”, and science was equally divided between “high” and “low”.

Students had the opportunity to respond to three open-ended questions on the survey. The first open-ended question asked students to comment on how well prepared they were in elementary school for Vision 21 Reading or Accelerated Mathematics in middle school. Nearly all students indicated they believed they were well prepared and their comments varied. For example, some students thought elementary mathematics was too easy, and others thought it was very challenging. The second open-ended question asked students to provide comments about Vision 21 Co-Curriculars. Comments indicated that students enjoy participating in the Co-Curriculars because students are interested in specific topic areas or find the activities to be challenging. The third open-ended question solicited any other comments about Vision 21 Reading, Accelerated Mathematics, or Co-Curriculars. These comments were highly varied, with some praising certain teachers and some expressing their appreciation for Vision 21 classes. Very few negative comments were expressed on any of the open-ended items.

High School Student Responses

A total of 27 high school students responded to items on the survey, with all grade levels represented (Grade 9, n= 11; Grade 10, n= 9; Grade 11, n = 1; Grade 12, n= 6). The SurveyMonkey link was sent to all students participating in AP Classes, Honors Classes, Math X Classes, and Vision 21 Co-Curricular Opportunities, such as Biology Olympiad and Knowledge Master Open. Thus, the number of respondents on this survey is not representative of the total invited to respond to the survey. Of the 27 respondents, 25 participate in Honors classes, 25 participate in Math X classes, and 14 participate in AP classes. The gender breakdown of the students responding was 17 males and 10 females. As with the elementary and middle school student surveys, students were asked to rate items for their Regular Classes and for

their Vision 21 Advanced Classes. Advanced Classes were defined as being AP, Honors, and Math X classes. Students rated items on a 4-point response scale (very true, pretty true, somewhat true, and not true) for items, which were subsequently categorized into four categories: challenge, enjoyment, choice, and interest. For example, one of the “interest” items was, “My teachers involve me in interesting learning activities” and a “challenge” items was, “What we do in classes fist my abilities”. Table 4 presents the means (averages), standard deviations, and interpretation codes for the challenge, enjoyment, choice, and interest categories of items. The table indicates that students rated their Vision 21 Advanced Classes considerably higher than regular classes in terms of “interest”, “challenge”, “choice”, and “enjoyment”.

After rating these items, students were asked to rank order their subjects in terms of most favorite to least favorite. They ended up being ranked in the following order, from most favorite to least favorite: world language, communications, mathematics, art/music, science, social studies, engineering/technology/design, business/marketing. After ranking them, they were asked to rate each of these subjects in terms of the degree of interest, challenge, and choice on a 4-point scale. Students generally rated interest in the subjects as “very high”, challenge level in classes somewhere between “high” and “low”, and choices in subjects as “low”.

Students had the opportunity to respond to several open-ended questions on the survey. The first open-ended question asked students to comment on how well prepared they were in middle school for advanced classes at the high school. The majority of those providing comments to this question indicated they felt well prepared by the middle school for high school. For example, one student said, “The preparation that took place in middle school helped reduce the shock of the increased rigor and work load of high school. The confidence earned from participating in Vision 21 gave a strong desire to continue excelling.” A few comments indicated that students did not think the middle school program prepared them particularly well, such as “Middle School was much more work, especially busy work. I had way more homework in middle school than high school. Middle School did not prepare me to see or learn new things in the most efficient and productive way.” Comments on other open-items were highly varied, with some comments either praising or criticizing specific teachers.

Vision 21 Teacher Survey Responses

Teachers involved with the Vision 21 program at the elementary, middle school, and high school level were invited to respond to the teacher survey. This included teachers of Accelerated Mathematics, Advanced High School Classes, and Co-Curricular Supervisors. A total of 51 teachers responded to the survey (10 at the elementary level, 7 at the middle school level, and 34 at the high school level.) Responses to the teacher survey questions have been summarized in three tables, Table Numbers 5-7. Table 5 provides the means (averages) and standard deviations for 12 items related to teachers' *instructional practices* related to providing

challenging material, etc. The means indicated the Vision 21 teachers believe they provide challenge, interest, choice, and enjoyable experiences “very much so” to “to a great extent” on the 4-point scale. Table 6 provides the means and standard deviations to 12 items related to teachers’ *views about services* for advanced students. It should be noted that some of these items are stated negatively, meaning that we would expect teachers to disagree with some statements or rate them lowly. For example, “It takes too much time to organize for teaching advanced learners” would be such an item. The mean on this item was 3.58, which reflects ratings of “somewhat true” and “not true”. The responses to the items on this table indicate that Vision 21 teachers believe it is important to provide services for advanced students. Table 7 provides the means and standard deviations to 15 items related to teachers’ *views about the adequacy of the Wayzata School District’s practices* for advanced learners. The response scale for these items ranged from excellent to poor. In general, teachers’ responses indicate that they think the district is doing a “good” job of providing adequate services. No items had mean ratings of “excellent”, but several were rated as “good”. The items that were rated the lowest were “professional development and support” and “clear communication of Vision 21 goals to educators, families, and students, which would both be rounded off to a “fair” job on the 4-point scale.

Teachers’ responses to the open-ended questions were interesting to read. When asked to describe their greatest satisfactions when teaching advanced learners, they commented about the “joy of working with motivated learners” and “with learners who embrace challenges”. They also commented about their satisfaction with “bringing students to a high level of thinking and depth”. When asked to comment about concerns related to Vision 21, their comments comprised 4 areas: a need for better identification, more leadership of the program, professional development for classroom teachers and Vision 21 teachers, and clarity about the mission, vision, and goals of the program. Quotes that illustrate these include: “An articulated identification process. Once this is in place and we establish which students clearly need our time, a better curricular focus needs to follow that would meet the specific needs of those students”; “Vision 21 is missing more leadership and district support”; “Vision 21 is missing professional development to support and encourage growth in the areas of differentiation and knowledge about GT learners for teachers working directly with them”; and “A vision and clear direction, a clear purpose and plan for who needs to be served.” When asked to respond with suggestions for improving the Vision 21 services, teachers provided comments about several areas, including “a larger room in which to meet with V21 students”; adjusting the identification process”, “more time with students”, and “more staff development so that I could be a better teacher”. One teacher’s comment, in particular, aptly illustrates why there is a need to provide services for advanced learners. This teacher said:

When I was in the regular classroom I thought I did a pretty good job of challenging my gifted students. After being a Vision 21 teacher, I now know I barely scratched the surface. These students are such eager, talented, excited

learners that we owe it to them to provide an education that takes them as far as they can go.

Elementary Parent Responses

A total of 276 parents responded to items on the elementary parent survey. All elementary buildings were represented, with the fewest number of respondents coming from Greenwood Elementary ($n = 22$), and the greatest number of respondents coming from Kimberly Lake Elementary ($n = 58$). Of the 276 responding parents, 204 had children involved in Vision 21 Reading and 203 had children involved in Vision 21 Math. Parents responded to 17 items about Vision 21 Services on a 4-point scale ranging from “very true” to “not true at all”. The means and standard deviations for these items are shown in Table 8. The four items rated the lowest (rounded they were 3’s, which is “somewhat true”) are related to communication, and these items are: “I am aware of the goals of the Vision 21 classes at the elementary level”; “The Vision 21 class(es) has helped me better understand the needs of my child(ren)”; “I am kept informed about Vision 21 Reading or Vision 21 Mathematics program”; and “I am asked to provide feedback about the Vision 21 class(es) in which my child participates”. The other statements on this table addressed parent satisfaction with the V21 instructional services provided to children, and they were generally rated as being “true”.

Parents had the opportunity to provide comments to five open-ended questions on the survey. The questions addressed the goals of the program, best experiences with the program, suggestions for improvement, strengths, and any other additional comments. Comments about the goals of the program were varied. Over half of the parents listed a variety of what they perceived to be the goals, such as provide challenge to advanced learners, improve reading skills and thinking skills, and motivate learners. The rest of the parent comments were statements about how they have never been told the goals of the program, are unclear about the goals, etc.

When providing comments about their children’s best experiences with the program, parents made statements about how excited their children are to be involved in the program, how much their children enjoy the program, how their children enjoy reading the books being read in the Vision 21 program, how much their children like the Vision 21 teacher, and how their children enjoy being involved in projects. All 178 comments to this question expressed positive statements.

When parents were asked to discuss the ways in which the Vision 21 program could be improved, they provided many comments (179, in fact). The majority of these suggestions fell into two areas: more and better communication with parents and more time in Vision 21 classes. When discussing communication, parents expressed frustration with not knowing if their child was or was not involved in Vision 21, a desire to hear more from the Vision 21 teachers about what is happening in Vision 21 classes, a desire to be involved in conferences with Vision 21 teachers, and a desire to receive suggestions on how to help their children at home. For example, one parent said:

I don't think there is much connection between our teacher and the parents. I generally stay out of her way and do think she has a good relationship with the children. I wonder if it would be better to develop a stronger relationship with parents to have better plans for at home learning, especially in the summer.

Several parents made comments about wishing their child had more time in the Vision 21 classes or more time with advanced learning experiences. Two parent comments below reflect this concern.

My child's Vision 21 teacher is excellent and so enthusiastic about what she teaches. However, her time is so limited with these students—and they go back to the mainstream classroom and are bored stiff. Could the curriculum from Vision 21 be continued in the standard classroom?

More Time! Just an hour or two a week is not enough. Better communication would be helpful too. I hear about the program solely through my daughter (and perhaps a year-end letter and maybe one or twice at other times in a written communication during the year.) ...One teacher makes it hard to serve the needs of many students in many grades.

When providing comments on the strengths of the program, parents discussed a variety of things, including the opportunity for children to learn things in greater depth and different things, to learn in smaller groups, to be with other "like-minded" children for advanced learning experiences, and to work with enthusiastic and caring teachers.

The final open-ended area simply asked parents for additional comments. Many comments, some a page in length!, were provided in this section. These comments addressed several different topics related to gifted education services in the district. Most of these were elaborations on parents' statements made on previous questions. Again, many parents expressed frustrations with limited communication. Some made comments about how they thought the gifted program in the Wayzata School District is a weak program when compared to some other school districts' g/t programs. When explaining this, a couple of parents mentioned how the Wayzata V21 teachers are not attending state and national g/t conferences and don't seem "up to date", and a couple of parents expressed their desire to see the program changed from a pull-out program to one in which some ability grouping is done in elementary school or would like to see classroom teachers become trained in differentiation.

Middle School Parent Responses

A total of 181 parents of middle school students responded to a survey, representing all three middle schools (n = 69 from Central Middle School, n = 58 from East Middle School, n = 54 from West Middle School). When asked to indicate the program in which their oldest middle school children participates, 131 parents said Vision 21 Reading, 139 parents said Accelerated Math, and 85 parents said Co-Curricular Opportunities. On a subsequent question when asked to indicate the specific Co-Curriculars in which their child parents, a total of 150 people responded,

which reflects that students participate in more than one Co-Curricular. Parents responded to 18 items about Vision 21 Services on a 4-point scale ranging from “very true” to “not true at all”. The means and standard deviations for these items are shown in Table 9. As with the elementary parent survey, the four items rated the lowest (rounded they were 3’s, which is “somewhat true”) are related to communication, and these items are: “There seems to be a clear Grade 1-12 plan for meeting the needs of bright learners through the Vision 21 classes and opportunities”; “Vision 21 Reading, Accelerated Math classes, or Vision 21 Co-Curricular Opportunities have helped me better understand the needs of my child(ren)”; “I am kept regularly informed about Vision 21 Reading, Accelerated Mathematics, or Vision 21 Co-Curricular Opportunities”; and “I am asked to provide regular feedback about the Vision 21 Reading, Accelerated Mathematics, or Vision 21 Co-Curricular Opportunities in which my child participates”. The other statements on this table addressed parent satisfaction with the V21 instructional services provided to their middle school level children, and they were generally rated as being “true”.

Middle school parents also had the opportunity to provide comments to five open-ended questions on the survey. The questions addressed the goals of the program, best experiences with the program, suggestions for improvement, strengths, and any other additional comments. As on the elementary parent survey, comments about the goals of the program were varied. Over half of the parents listed a variety of what they perceived to be the goals, such as provide challenge to advanced learners, improve mathematical skills, increase the rigor of the school experience, and provide enrichment and challenge to learners. The rest of the parent comments were statements about how they have never been told the goals of the program, are unclear about the goals, etc. For example, one parent said, “Honestly, I don’t know what the goals are other than to have something to do with the gifted kids.”

When providing comments about their children’s best experiences with the program, parents made statements about how their children enjoy reading new literature in the Vision 21 program, how much their children like the Vision 21 teacher, and how their children enjoy being involved in the program with other students who like to learn. Nearly all of the 119 comments to this question were positive statements. A handful stated that they were not aware of their children’s “best experiences” or “any experiences” with the program.

When parents were asked to discuss the ways in which the Vision 21 program could be improved, they provided many comments (116, in fact). The majority of these suggestions fell into three areas: more and better communication with parents, more time in Vision 21 classes, and different types of experiences in Vision 21. When discussing communication, many parents (over 50%) expressed frustration with not knowing what their child was doing in Vision 21, a desire to meet with Vision 21 teachers, and a desire to receive suggestions on how to help their children at home. For example, one parent said:

More communication with how the Vision 21 programs are different than the regular classes. Very little communication regarding the requirements/changes for the reading program.

Several parents made comments about their desire to see their children spend more time in Vision 21 classes or advanced classes. Two parent comments below reflect this concern.

It would be great if my child could participate in more Vision 21 hours during the school day and school year.

I guess I would like to see advanced classes in all areas. I do not understand why there cannot be Honors or accelerated classes for all areas and not just math.

Several middle school parents commented about the need for some instructional and curricular changes in the Vision 21 program. For example, one parent said,

The Vision 21 program needs to improve its reputation. Students should want to participate in it. As it is structured right now, my child finds the curriculum boring. She does not see a goal for her own learning. My child tells me that she is introduced to a math subject, understands it, and then has to spend another week or two on the same concept. Vision 21 needs to be more adaptable to different levels of learning.

When providing comments on the strengths of the program, parents discussed a variety of topics, including the opportunity for children to have challenging material and work at a faster pace, to learn in smaller groups, to be with other “like-minded” children for advanced learning experiences, and to work with enthusiastic and highly qualified teachers. As a matter of fact, several names of specific teachers were mentioned.

The final open-ended area simply asked parents for additional comments. The comments addressed several issues related to gifted education services in the district. As with the elementary survey, many comments in this section were elaborations on statements made on previous questions. Some parents expressed frustration with limited communication about the Vision 21 program. A few parents expressed disappointment with certain Vision 21 or Accelerated classes and a lack of consistency in the quality of the instruction in these classes, but many parents expressed appreciation for the district’s provision of advanced classes for students.

High School Parent Survey Responses

Seventy-four parents of high school students completed the survey directed to them. Of the 74 parents, 66 had one child participating in Honors, Math X or AP classes and/or Vision 21 Co-Curriculars at the high school this year, and 21 had two and three children participating in these programs this year. When asked about their (the parents’) overall satisfaction with the Honors Math X, or AP Classes and/or Vision 21 Co-Curriculars provided to their child(ren) at the high school, 67 of the 74 respondents (over 90%) indicated they were very satisfied or satisfied with the program.

Parents responded to 18 items about Vision 21 Advanced Programs at the high school level on a 4-point scale ranging from “very true” to “not true at all”. The means and standard deviations for these items are shown in Table 10. As with the other two parent surveys, three items rated the lowest (rounded they were be 3’s,

which is “somewhat true”) are related to communication: “There seems to be a clear Grade 1-12 plan for meeting the needs of bright learners through the Vision 21 classes and opportunities”; “I am kept regularly informed about Vision 21 Reading, Accelerated Mathematics, or Vision 21 Co-Curricular Opportunities”; and “I am asked to provide feedback about the advanced classes or opportunities in which my child participates”. The other statements on this table addressed parent satisfaction with the V21 instructional services provided to their high school children, which when rounded off were generally rated as being “true”. The first item on the table, when rounded off, was rated “very true”, which is “Advanced classes or opportunities at the High School extend my child’s (or children’s) learning beyond the regular high school experience.

The same five open-ended questions on the survey for high school parents as were also included for elementary and middle school parents. First, when asked to describe the goals of the Vision 21 advanced classes, nearly every parent stated that they thought the goals were to provide challenging opportunities for their children. Second, when asked about the best experiences of the advanced classes for their children, parents commented about the challenging curriculum and the opportunity for their children to be in classes with other “like-minded” or hard-working children. Third, when given the opportunity to state how the advanced classes could be improved, parents commented about issues with the middle school program or the amount and type of work in which their students were engaged. An unexpected variety of concerns about the middle school were expressed, including comments about how the middle school program should include enrichment in more areas (not just language arts and mathematics) and a belief that the middle school classes were not challenging enough. More specifically with regard to comments about the work level in the advanced classes, they wrote about the lack of consistency in the challenge within the AP classes and too much homework in some of the AP classes. Fourth, when making comments about the strengths of the advanced classes and opportunities at the high school, parents made statements about their appreciation for the varied opportunities at the high school, for the strong teachers, and for the high school Vision 21 coordinator. And, finally, when given the opportunity to provide any additional comments on the survey, parents’ comments were very diverse. A few expressed appreciation for the high school program, but concerns about the elementary and middle school Vision 21 program. This parent’s comment illustrates this view:

My kids were not challenged enough in the middle school. This decreased the students’ interest in school overall. One would hope that in the future students are challenged a bit more in the middle school. It is the passion of the teachers that drives the students to go great in academics and extra co-curricular activities.

Several parents made comments about their desire to see their children spend more time in Vision 21 classes or advanced classes. Two parent comments below reflect this concern.

It would be great if my child could participate in more Vision 21 hours during the school day and school year.

I guess I would like to see advanced classes in all areas. I do not understand why there cannot be Honors or accelerated classes for all areas and not just math.

Several middle school parents commented about the need for some instructional and curricular changes in the Vision 21 program. For example, one parent said,

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When providing comments on the strengths of the program, parents discussed a variety of topics, including the opportunity for children to learn challenging material and at a faster pace, to learn in smaller groups, to be with other “like-minded” children for advanced learning experiences, and to work with enthusiastic and highly qualified teachers. As a matter of fact, several names of teachers were mentioned.

The final open-ended area simply asked parents for additional comments. The comments addressed several issues related to gifted education services in the district. As with the elementary survey, many comments in this section were elaborations on statements made on previous questions. Some parents expressed frustration with limited communication about the Vision 21 program. A few parents expressed disappointment with certain Vision 21 or Accelerated classes and a lack of consistency in the quality of the instruction in these classes, but many parents expressed appreciation for the district’s provision of advanced classes for students.

Phase Two: On-Site Qualitative Results

Using the structure of DESDEG for program components coupled with Rogers’ Criteria of Quality, the on-site observations and interviews provided the following judgments about program quality and scope. Note that a general set of judgments has been included here, rather than a representation of specific assessments for each building reviewed individually.

Table 1. Judgments of Program Quality and Scope (Qualitative Data)

Vision 21 Program Component	Level of Effectiveness
Philosophy and Objectives	Very little written documentation is available either at school or district level. There are partial examples, however, of acceleration policies and program provisions as a sort of mission statement on the District's website. Some principals had personal "philosophies" and objectives for their V21 program and did not seem to understand that there were some statements on the website (last revised in 2007), but these viewpoints varied greatly from building to building, particularly at the elementary level. Parents expressed a lack of knowledge of what V21 goals for the program are.
Existence of Services	Amount of service provided varied from building to building, but there was a V21 resource teacher at each building, at least part time, who used her allotted time fully.
Adequacy of Services	The high school seemed to provide sufficient opportunities for advanced students to progress in their talent areas on a daily basis and to be engaged in challenging curriculum as fully as individually "needed" and desired. Services at the elementary level were piecemeal, either too diluted to provide a continuous scope and sequence of challenge, or overly focused in a specific subject area (i.e., math) to address other talents areas (i.e., reading, social studies, science), or overly exclusive (limiting access to a very few students) or inclusive (allowing large numbers of students to services, thereby diluting the pace and complexity of what could be offered). Services at middle school seemed to depend primarily upon the expertise area of the V21 resource teacher, tended to be highly focused on math, with less focus on a challenging reading/ language arts scope and sequence, or were provided weekly rather than a daily basis.
Document and Materials	Documentation that describes program philosophy, mission, definitions of giftedness, program of service, and how services will be provided is inconsistent at best, or nonexistent. The curriculum used seems to be stronger in advanced math at all levels than for reading/language arts, which is fairly dependent upon the V21 teacher to develop and teach, if it is to happen for even part of the year. There does not seem to be a consistency or coordination among schools within the same building level to provide similar math and reading challenge provisions for V21 learners.
Application of Services Documents	Because there is no consistent "services document" in existence, there is no concomitant application of this document. Each school appears to do its own "translation" of what it thinks Vision 21 services should be. This is often the "application" of the principal and his/her philosophy of giftedness or, by default, the application of the V21 resource teacher.

Program Component	Level of Effectiveness
Student Identification and Placement	There were inconsistent identification and placement criteria, which seemed to depend more upon the principal's or V21 teacher's philosophy, or the willingness of regular teachers to "allow" V21 students to leave their classroom. Students may or may not be in V21 services from one year to the next. Math placements are the most consistent, as students leave elementary and are placed in various accelerated levels of mathematics at the middle school level. But math criteria for accelerated placement vary at the middle school level from year to year. High school placement is individualized as the V21 teacher collaborates with MS in making recommendations to the student and families.
Validity of Conception (of Giftedness)	The biggest issue raised by most principals was "who is considered gifted" in this district. Identification usually followed the principal's own conceptions of who the gifted are and that varied much from school to school. The most consistent conceptions tended to be math "talent" at middle school and subject-specific "talent" at the high school level, being placed in those areas where advanced coursework seemed appropriate for individual students.
Adequacy of Identification Procedures	Many schools reported extreme parental pressure to have children "who should not be in V21" placed in V21 services, and the schools giving in to this pressure. Neither the district nor the community seems to rely upon the existence of an objective, systematic, comprehensive identification process. Issues were raised about the "overrepresentation" of some ethnic groups (Caucasian, Indian, Asian) and the underrepresentation of others (African American, Hispanic).
Appropriateness of Relationship Between Match of Student Needs to V21 Services	Only at the high school is a match undertaken in taking each student's demonstrated academic talents and interests/motivation and placing that student in appropriately advanced coursework. Math placement matches occur in students' matriculation from elementary to middle school as well.
Curriculum and Instruction	No elementary or middle schools have a reading/language arts curriculum delivered consistently to learners with gifts or talents in this area. There appears to be a "math" curriculum across all levels, with the focus on accelerating math curriculum by one or more years and with opportunities for those who are not accelerated at one level to have "catch up" provisions during off-school time to enter at a higher math level in the succeeding year. There is almost nothing advanced done for social studies until high school and there is no consistency in advanced or accelerated science from building to building until high school. Co-curriculars in science seem to be the main recourse for science talented V21 learners until they get to high school.

Program Component	Level of Effectiveness
Relevance of Conception	There does not appear to be a conception for what comprises V21 reading/language arts provisions at the elementary and middle school levels nor what “differentiation” should look like nor how it should be delivered and how often. Mathematics has been thought through more carefully, and the focus on accelerating the math curriculum is appropriate for students with math talent. Consistency of delivery is the issue with this, however.
Comprehensiveness	In addition to the other academic core areas, the high school “covers” advanced English/Language Arts curriculum for advanced learners comprehensively with its multiple levels and multiple offerings at each grade level. None of the other building levels nor individual buildings have a comprehensive differentiated reading/language arts curriculum. Mathematics is offered to its fullest extent (daily) in one elementary, two middle schools, and one high school setting.
Articulation	Same issues as for comprehensiveness. Math is articulated from middle school into the high school, and from 1-2 elementary schools to 1 middle school, but this does not occur consistently for the remaining schools. There is no articulation of the reading/language arts curriculum, except at the high school level.
Adequacy of Instructional Facilities	All but two schools have a designated classroom for direct V21 services to be implemented, although these rooms are often quite small and may limit the number of students ultimately “admitted” for services. In one school, the V21 teacher must hunt from week to week for a space in which to hold her classes.
Teaching Staff	All buildings have a designated V21 resource teacher, although the time allotment varies considerably. These staff have a high degree of autonomy and vary greatly in their backgrounds in gifted education, their content expertise area(s), and their motivation to work with fellow teachers in their buildings or to provide the V21 services to students.
Selection of Staff	Principals have “inherited” V21 staff in some instances, have “recruited” V21 staff in some instances, and rely on the V21 teacher to keep the principal apprised but separate from V21 program decisions in many instances. There does not seem to be any staff selection criteria, other than a professed willingness to take the job, and there are no requirements placed upon the V21 staff to either have background in gifted education nor to bring themselves up to speed if the background is not there. Parents also commented that many V21 teachers had little opportunity to update their knowledge and skills in gifted education.

Program Component	Level of Effectiveness
Training of Staff	Four schools have a V21 teacher with formal gifted training, and even though that does not necessarily make one effective, training does not appear to be an important criterion for perceived “success” in a school. The V21 teacher’s ability to gain the cooperation of teachers in the building really seems to be the criterion for effectiveness. There has been no program of training for many years in the district, although at least one PLC has been implemented to get V21 teachers “on the same page”.
Organization and Operation of Services	Services are being provided in all schools, although what is provided varies greatly from building to building, even among the schools at a single building level (elementary or middle school). There is an organizational structure via personnel involved in V21, but the roles and responsibilities of this personnel are ambiguous, lacking direction, and not connected to standards in the field.
General Staff Orientation	Teachers and principals are not clear about what V21 is, who it is serving, or what it should be doing (its goals). There has been little to no communication from the central office level about program goals, mission, and vision for several years.
Administrative Responsibilities, Leadership	The structure of a central director and V21 personnel in each building should allow for strong direction for the V21 program. The responsibilities of these personnel, however, are not clear, and therefore, the roles of program leaders are undefined.
Functional Adequacy of Organization	The potential for organization adequacy is strong in this district. The set up of a central director and V21 personnel in each building should allow for good program functionality. The lack of communication about program goals, services, and identification procedures has left the organization itself unsettled and has led to inconsistency in services across the board.
Financial Allocations	Interviews with V21 teachers and principals across the board indicated that the levels of materials provision and staff allocations have been consistent across many years. This is a strong base on which to build.
Provision for Evaluation	There is no existing document or policy that recommends a regular evaluation of program provisions; nonetheless, the district has conducted more program reviews/ evaluations than most districts in Minnesota. The monthly V21 planning meetings for elementary and middle school V21 teachers could be a place for this to be handled but meetings have not been directed toward this end.

Using Rogers’s Criteria of Quality for Gifted Services, Table 2 summarizes the general effectiveness of Vision 21 program provisions in three categories (math, reading/language arts, and co-curriculars) across the district’s schools as a whole.

Table 2. General Ratings of Quality Across the District's Schools

Criterion	Mathematics	Reading/Language Arts	Co-Curriculars
Daily Talent Development	E: No MS: Yes HS: Yes	E: No MS: No HS: Yes	E: No MS: Yes HS: Yes
Consistent Challenge in All Academic Core Areas	E: No MS: No HS: Yes	E: No MS: No HS: Yes	E: No MS: No HS: Yes
Opportunities for Independent Learning	E: No MS: Some HS: Some	E: No MS: No HS: Some	E: No MS: No HS: No
Conceptual organization of differentiated curriculum	E: Some MS: Yes HS: Yes	E: No MS: No HS: Yes	E: No MS: No HS: Some
Pacing, subject acceleration in math, science, foreign language	E: No MS: Some HS: Yes	E: No MS: Some HS: Yes	E: No MS: Some HS: Yes
Differentiated instructional delivery generally	E: No MS: No HS: Some	E: No MS: No HS: Yes	E: No MS: Some HS: Some
Subject acceleration options	E: No MS: Some HS: Yes	E: No MS: No HS: Yes	E: No MS: Some HS: Yes
Grade-based acceleration	E: Some MS: No HS: Yes	E: Some MS: No HS: Yes	E: Some MS: No HS: Yes
Grouping options for learning, socializing	E: Yes MS: Yes HS: Yes	E: Yes MS: Yes HS: Yes	E: Some MS: Some HS: Yes
Credit for prior learning	E: No MS: Some HS: Yes	E: No MS: No HS: Yes	E: No MS: Some HS: Yes
Attention to the developmental affective needs of GT learners	E: No MS: No HS: No	E: No MS: No HS: Some	E: No MS: No HS: Some
Consistent extensions of the regular school curriculum	E: No MS: No HS: Yes	E: No MS: No HS: Yes	E: No MS: No HS: Some

General Vision 21 Program Patterns

Based on survey data, extensive interviews, and on-site observations of Vision 21 classes, the following patterns emerged among the data collected.

Positives

- Gifted and talented students in the Wayzata Schools perform at the highest levels in every academic area in comparison to other districts in Minnesota, suggesting that there are high levels of natural ability in the district and that the schools have been able to provide well for these students.
- Mathematics at advanced levels has been quite well structured and well thought out in the district, although implementation varies depending upon who the Vision 21 teacher is in a building.
- Vision 21 co-curriculars have been quite selected and students' success in these co-curriculars has reflected well on the district, with several schools designating spaces for trophies and awards, just as is done for music and for sports.
- Consistency of funding and allocation of Vision 21 personnel has been accomplished in a fairly equitable manner to every school in the district.
- A system is in place to assign elementary Vision 21 students who "qualify" for middle school advanced mathematics classes, although there are questions about whether the placement criteria remain constant from year to year; likewise, the V21 high school resource teacher, who works with the middle school V21 teachers, ensures that V21 students are systematically enrolled into appropriate challenge and choices at the high school.
- Teachers generally "expect" that there is a V21 program in place: it isn't something put on the chopping block every few years. This leads to greater support, perhaps, for services than would happen otherwise.
- There is a rich history of strong Vision 21 teachers who have stayed with the program for many years. This leads to some mentoring of the newly appointed V21 teachers, but in perhaps less than a systematic way.

Negatives

- **From the school visits**
 - There is inadequate time for V21 students to be given daily access to challenge in math and in reading/language arts; there are inconsistent policies (or a lack of a policy) on homework completion to make up missed classes. The decision is often in the hands of regular classroom teachers who may not realize what the V21 child is doing "instead" with Vision 21.
 - The program relies on an individual person in each school, either the principal or the V21 teacher.
 - The program is often piecemeal, but there are a few really good examples of good rigor being provided in a school here or there.

- There is a lack of representation of African Americans in Vision 21 services and little was mentioned at all about whether or not this is a problem for Hispanic students as well. Likewise, there is a concern about being able to keep African American students participating in Vision 21 once they do get identified.
- The one school that comes closest to looking individually at V21 learners and individualizing for them is the high school. The Vision 21 teacher's job at the high school needs to be full time.
- Many principals seem to be against daily grouping of these learners (e.g., regrouped classes, cluster grouping, etc.) as a means for organizing daily challenge in math and reading.
- Many principals seem to be against acceleration when individual learners have surpassed what might be going on in the next grade. There is some subject acceleration, but this could be expanded as well.
- **From Principal Interviews**
 - There is confusion over whom they should be serving –some schools feel it should be everyone and others feel it should be a very few.
 - There is confusion about program vision and goals. The few individual program documents from the school level are in various states of quality, if existent at all.
 - There is a need to centralize the identification system and take it out of the hands of individual schools, thus also allaying much parental pressure upon those schools.
 - There is a need for consistency in the services Vision 21 will provide, the level of talent each school will serve, so that students could go from one school to the next in the district and still be in V21 and be receiving the same challenge experiences.
 - There appears to be a major focus on mathematics achievement, perhaps to the detriment of verbally gifted and talented learners.
 - There is little awareness of differential social and emotional needs these V21 students may have.
- **From V21 Teachers**
 - There is a perceived powerlessness to provide the services they know these students need. They feel governed by classroom teachers' demands, schedules (in some instances these teachers identify who will attend V21), and the lack of willingness of classroom teachers to take on their end of the need for daily challenge.
 - The spaces in which V21 classes are held are good in some cases, but often less than ideal. These teachers find whatever space they can and that may differ from week to week.
 - There is little alignment of curriculum at any building level (e.g., elementary), let alone an articulation from one building level to the next (e.g., elementary to middle school).

- There is inadequate professional development and coaching for new V21 teachers, most of whom are hired without gifted education background.
- There is no recognized central message regarding program vision and goals that can be referred to when community inquiries are made.

Voiced Elementary Issues or Implied Concerns (Across All Data Sets)

- All elementary buildings should offer a consistent set of gifted services and this is not currently happening; elementary principals feel there are gifted children in their schools whose needs are not being addressed. These principals are not clear on who should be served and what should be this consistent set of services. They may, however, be unlikely to take kindly to a “change” in their own service provisions. They are more likely to think other schools should follow their model than vice versa.
- There is inadequate time for Vision 21 learners to be given daily access to challenge in math and in reading/language arts; the issue is exacerbated by the assumption that the Vision 21 teachers will “take care” of these gifted needs with little follow up or collaboration with regular teachers. Even full-time Vision 21 teachers would not have enough hours in the week to provide daily challenge in math and reading/language arts to Vision 21 students in each grade level of their respective schools.
- There appears to be an inconsistency in the degree to which regular classroom teachers differentiate for their gifted learners. Therefore, the “gifted” program is often the short time the Vision 21 teacher has weekly with these students. Further, there is no consistent homework makeup policy (V21 students may or may not have to make up missed work, depending upon the teacher).
- Vision 21 mathematics and reading/language arts opportunities are focused on differently from school to school. Some schools put all or most of their attention into accelerated math experiences with little time left over for an articulated, differentiated curriculum in reading/language arts. Some schools have outstanding reading/language arts opportunities and others do not. In most cases, there are only a few really good examples of high challenge and rigor being provided.
- Academically oriented co-curricular opportunities are not designated as “qualifying Vision 21 services” at the elementary level. Yet they could extend the regular academic curriculum considerably if added to the mix in a consistent and systematic way.
- The representation of culturally diverse (i.e., African American and Hispanic) learners is well below expected numbers in the current elementary Vision 21 program.
- There are serious inconsistencies in how children “qualify” for Vision 21 services, leaving it very much up to the discretion of individual schools and

principals/Vision 21 teachers, in some cases up to regular classroom teachers, and subject to parent pressure.

- The lack of consistent updated training in gifted education leaves Vision 21 teachers without a research-base for decision making. PLCs will not change this concern. A more articulated scope and sequence of professional development opportunities might be helpful. This would help, too, with new Vision 21 teachers who currently must rely on the “old timers” to help them.
- There is little consistency of enrichment or acceleration opportunities for learners across the elementary and middle school buildings. Each school does these things based on personal beliefs, the wishes of the school staff, and perceptions of how doing it or not will be looked upon by the school community. Enrichment occurs to varying degrees in all elementary buildings. Students cannot ensure that a move to another school in the district will (a) qualify them for Vision 21 services or (b) offer the same provisions they experienced in their previous school.
- There is no district level mission statement, set of policies, let alone coordination of elementary gifted services. Therefore, each school principal has the power to make his/her own rules about how the program will be implemented.

Voiced Middle Schools Issues or Implied Concerns (Across All Data Sets)

- “Accelerated daily classes” are being offered in mathematics, and weekly sessions are offered in reading/language arts, but nothing consistently challenging was reported or described for social studies or science.
- Placement in the accelerated classes may not be objective or systematic enough, although the structure for an objective, comprehensive, and systematic process is almost there.
- The accelerated mathematics classes systematically advance the content by one year or more. The other advanced opportunities are dependent upon teacher development and inclination; hence, the learning experiences may be inconsistent across grade levels.
- School personnel have concerns about the lack of training and support for the V21 teacher. In one case that support is there and positive, but in the other two instances it is far from ideal. This may be reflected, too, in the quality of learning experiences offered to V21 learners, especially in reading/language arts.
- The unique social and emotional needs of gifted learners are not fully recognized nor supported at this level of schooling.

Voiced High School Issues or Implied Concerns (Across All Data Sets)

- The culturally diverse students with high potential are not being proportionately represented in advanced classes and academic co-curriculars.

- School counselors at this level may not recognize the social and emotional needs of gifted learners to be any different than for other students in the schools. It is more likely that the V21 teacher at the high school will manage “cases” (>100 students) as teachers communicate with her about students not succeeding/underachieving in advanced coursework.
- There is a perceived need for additional professional development for teachers in all content areas at this level. Other than the AP training, few options have been provided.

Recommendations

Central Office Level

- Allocate a full-time position for a District Coordinator of Gifted Services K-12 with primary responsibilities for (a) monitoring implementation of the GT articulated curriculum; (b) documenting gifted learner academic growth annually; (c) phasing in the 3-year gifted plan of action K-12; (d) providing professional development for gifted staff and regular staff through implementation of a professional development plan; (e) accumulating a centralized repository of gifted units, materials, texts, and resources to be shared across schools; (f) providing consistent communication about the program of services K-12 to community with related resource and study group provisions; (g) centralizing the provision of co-curricular and extra-curriculars (competitions, programs, awards) that are academically/creatively based; and (h) coordinating with the elementary schools, middle school, and high schools in the identification and placement of GT learners in services at these higher levels.
- Allocate a part-time Building Level Resource Teacher to coordinate the curriculum implementation, professional development, student assessment and placement, and program service planning procedures at each building level (e.g., elementary). This assumes that the current level of FTE Vision 21 teachers will continue in each school in addition to this newly developed coordination position. The position of the V21 high school resource teacher should be made full-time, if the huge case load of students she manages can be maintained at the level of individualized planning she has already established.
- Establish a District GT Services Steering Committee, comprised of principals, regular teachers, GT resource teachers, and parent/community members to prioritize and implement the recommendations for program development.
- Develop a strong vision and mission for the program (consider a new name for it as well), with accompanying overarching program goals. This should be communicated systematically from each school building once they have been developed.

- Develop/ Update a set of policies (i.e., rules and regulations each school is expected to implement) that fully addresses identification, programming, acceleration options (grade skipping, early entrance, early graduation, dual enrollment, credit for prior learning), homework makeup, required instructional management (daily provision in areas of talent), professional development, and program review. This should be communicated systematically from each school building once the policy document has been fully developed and adopted.
- Develop a comprehensive, systematic, objective identification process that will place the top 10% of gifted or talented children in the district in gifted services and talent development services. This process will include multiple criteria for identification and placement, including both measures of potential (ability) and performance (achievement), with collaborative observations of performance included as well as more objective tests. This number of students (estimated at approximately 1000 of the district's currently enrolled students) would be served with differentiated curriculum K-12 in all academic core areas.
- Provide curriculum development and alignment time for personnel with strong backgrounds in gifted education to develop a scope and sequence from grades 2-8 (with the differentiated resources and materials this may require) for daily challenge in mathematics, reading/language arts, social studies, and science. *It is very important that this critical work be done in collaboration with the district level content specialists in order to coordinate how V21 students will move beyond the regular curriculum outcomes established for the district.* It is expected that each school will implement this same challenge curriculum for its identified students with gifts or talents using the instructional management strategies most appropriate for its respective setting. High performing K-1 students will be individually planned for via such management options as small group activities, subject acceleration, and independent learning projects.
- Develop a "Potential Scholars" program for culturally diverse, underserved populations of high potential learners, using performance task data from grades K-1, to provide twice weekly pull-out experiences that build learning skills, content knowledge, and motivation to learn to prepare them for full entry into advanced coursework in middle school and high school.
- Develop a scope and sequence of affective learning experiences for grades 2-8 that "cover" the major issues these learners with gifts and talents face inside and outside of school. Each school might select a management system so that these experiences are offered systematically in each school setting.
- Develop a plan for systematic, annual professional development for resource teachers already in the gifted program role in their schools, as well as a year-long orientation training for newcomers to this role.
- Centralize and coordinate the set of academic co-curriculars each school will offer, including placement criteria for gifted or talented students to "qualify"

for invitation to these co-curriculars. Ensure that there are good options for each of the academic core areas and that some areas do not become “top heavy”.

- Develop a program review plan that monitors the achievement of program goals, student progress, and curriculum fidelity from year to year. Gifted education providers will be held accountable for expected levels of growth in academic achievement, motivation to learn, and self-efficacy among the students they serve.
- Provide monthly coordination meetings among program educators at respective building levels to ensure a consistency of curriculum implementation and curriculum fidelity across schools. Each gifted resource teacher will account for implementation, documentation of student response and progress, and each will jointly plan with other school participants what will occur in the succeeding month’s implementation.

Elementary School Level

- Select an instructional management system that will ensure daily delivery of challenging, differentiated curriculum in the areas of mathematics and reading/language arts, either through performance *cluster grouping* or systematically *regrouped classes* (by performance level) at every building. The more moderately sized schools may find cluster grouping works more effectively while the larger buildings may use regrouped classrooms. An alternative for moderately sized schools could be the use of *cross-graded classes* in mathematics and reading, whereby the school offers mathematics at the same time across all grade levels (likewise with reading) and all students in the schools move to their current level of performance regardless of their actual grade placement. Each elementary school would be required to choose one of these three management systems to provide differentiated instruction on a daily basis to GT learners. It is recommended that the system be in place by the beginning of second grade and that placement in the advanced cluster or class would be based upon specific achievement test and task performance observations across the preceding two years.
- Consider developing an articulated scope and sequence of science challenges that might be delivered in one of two ways: through twice a week pull out sessions for each grade level or via co-teaching of these challenge activities (V21 teacher plus each classroom teacher).
- Consider developing an articulated scope and sequence of challenge social studies experiences that could either be delivered weekly via a V21 pullout or via learning/interest independent learning centers in classrooms
- In an effort to engage underserved culturally diverse and economically disadvantaged learners, use the kindergarten and 1st grades as the “opportunity” to conduct authentic assessments of learner potential by engaging all learners in whole class enrichment experiences and systematically observing which

students “rise to the occasion” and suggest untapped potential. A V21 resource teacher could offer these enrichments on a monthly basis in each K-1 classroom, while the regular classroom teacher observes for signs of giftedness or talent. Recommendations would then be made for district ability testing and achievement testing at the end of 1st grade for either the V21 challenge opportunities if these children are “ready” for high achievement or for a more supportive “Potential Scholars” approach that would provide them with the skills and mindsets they will need to participate in high challenge opportunities by middle school.

- Offer a Potential Scholars program for which children with potential academic talent and ability would be pulled out of their regular classrooms 1-2 times weekly to engage in enrichment experiences created to develop their academic skills and bring them “up to speed” for placement in formal gifted services by middle school and high school. This program should commence by the beginning of second grade, based upon evidence from classroom observations systematically conducted in the preceding two years of schooling.
- Systematically provide professional development to those teachers or other educational personnel who will teach GT learners directly in the management system chosen by each school so that they can implement daily challenging, differentiated academic curriculum.
- Centralize the identification process and provision of extra-curricular competitions and outside-of-school-time enrichment classes to service children talented in the intellectual and academic domains or who have passions in specific areas. Use interest inventories and teacher checklists to identify potential provisions and participants for these additional services.
- Reorganize the roles and responsibilities of the GT resource teacher to (a) provide monthly whole class enrichment experiences for K-1 students for each elementary school in the district; (b) provide a 2x weekly enrichment Young Scholars program for each school in the district; (c) identify, in collaboration with regular classroom teachers, those students who need further assessment by the end of 1st grade for grade skipping, subject acceleration, or placement in the Young Scholars program; (d) provide science and social studies challenges; (e) provide affective support experiences for gifted learners in the school; (f) collaborate with the advanced class teachers to implement the aligned, differentiated curriculum; (g) collect assessment data for identification and placement purposes for the schools’ advanced classes, ultimately determining placements in services; and (h) communicate with parents and community about program provisions.
- Continue to inform families and students about Talent Search options in Minnesota, such as the Northwestern University Talent Search that encourages elementary students to take the 8th grade EXPLORE test and find out their true levels of academic aptitude in specific subject areas.

Middle School Level

- Select an instructional management system that will ensure daily delivery of challenging, differentiated curriculum in the areas of mathematics, reading/language arts, social studies, and science, either through performance cluster grouping or systematically *regrouped classes* (by performance level) at every building. The moderately sized schools may find *cluster grouping* works more effectively while the larger buildings may use regrouped classrooms. An alternative for moderately sized schools could be the use of *subject-accelerated classes* in mathematics and reading, whereby students in the school move to their current level of performance regardless of their actual grade placement. Another choice might be the use of a more *homogeneous "team" approach*. The identified gifted students as they enter from the elementary schools could be housed/clustered on two teams at the middle school so that specific teachers, willing to work with a critical mass of gifted learners, could be given responsibility for the daily differentiation and acceleration required in each academic core area through the advanced classes offered on these teams. These students, however, will only be placed in the advanced classes rather than more general classes within the teams when their high performance in specific academic domains warrants placement in that specific subject area. This latter management system would work well if science and social studies were also differentiated on a daily basis.
- Each middle school would be required to choose one of these four management systems to provide differentiated instruction on a daily basis in math and reading/language arts, science, and social studies to GT learners.
- Consider designating specific teachers (who are willing to do this) on 1-2 middle school teams as homeroom advisors for the identified and placed GT learners so that a differentiated set of social skills, organizational & test taking skills, psychological issues discussions can be implemented via short classroom activities over the 3-year period. If this is not feasible, then pull-out discussion groups will need to be implemented, preferably by the teaming of a school counselor with the gifted resource teacher, on a weekly basis throughout students' time in middle school.
- Provide the teams' advanced classroom teachers with extensive professional development and summer curriculum writing time to develop the articulated differentiation applications. This could be coordinated by the district Gifted Services Director. Team prep times would be used on a weekly basis for the additional provision of ideas, resources, strategies, and group problem solving for exceptional cases. The Gifted Services Director and Building Level Coordinator would meet regularly with these teachers to help and advise as needed.
- Continue to inform families and students about Talent Search options in Minnesota, such as the Northwestern University Talent Search that encourages

middle school students to take the ACT or SAT tests and find out their true levels of academic aptitude in specific subject areas.

High School Level

- Implement a “homeroom” organization, which would allow designated teachers (n=3-4) to identify gifted learner needs for independent study or on-line accelerated courses in areas not offered in the high school curriculum, mentorships, senior projects, community service work, and dual enrollment for the gifted learners clustered in those designated homerooms. The gifted learners would be consciously placed in the homerooms of these few designated teachers for the course of their years in the high school. This would make it possible for a few teachers to focus more specifically on individual talent development as a complement to the general school program that offers a variety of high level and advanced options in a whole group delivery mode.
- Consider reassigning counselor roles at the high school so that a single counselor is responsible for all GT learners and can focus on their unique needs for college placement/transition and career counseling as well as support for self-efficacy, stress, and psychological or socialization issues. These counselors would also actively recruit and support underserved culturally diverse students to be successful in the high school’s high challenge classes.
- Evaluate the complexity of curriculum offered at the high school and consider “scaling up” the rigor of the current advanced courses offered, those which are not where the high school would like them to be (e.g., some of the X and honors courses). The rigor of Advanced Placement courses, in particular, should be maintained, judging from the high success rate currently enjoyed by the high school program.
- Develop (or expand) and implement a framework (purpose, goals, time slot in schedule, teacher supervisor) for an independent study option for gifted learners in grades 9-12. The independent study option would primarily entail participation in on-line courses individually selected by interest and talent area by students.

Rationale for Program Recommendations

Rationale for Recommendations Made

The process used to identify the “ideal” set of services to benefit learners with gifts and talents in the Wayzata School District was an objective attempt to get at the options or services that might best suited the district as a whole. A variety of criteria were used in making the judgments about which services were most suitable. The research to support each service was only one consideration. The recommendations made are strongly based on what the research generally supports as well as current programming standards recommended by the major professional organization in gifted education, the National Association for Gifted Children NAGC). (The listing of these program standards is included in Appendix 2 of this report.) The chart below includes both the research base and the NAGC programming standards related to each of the recommendations made.

Recommendation	Research Support	NAGC Support
Centralization of program communication, mission/vision, identification, curriculum alignment/articulation, professional development, academic co-curricular provisions; Steering Committee to oversee implementation, policy development, program planning	Tannenbaum (1985) concluded that “provisional” services for gifted learners are too easily dismissed when specific personnel leave the program. Services remain fully implemented when they are “programmatic”, that is integrated within the school day and administered by a centralized leadership	NAGC Standard 2.1: A comprehensive assessment system ensures equal access in identification process NAGC Standard 2.2.1: Establishment of comprehensive, cohesive, ongoing identification procedures NAGC Standard 2.2.6: Information about identification process is provided to all community members NAGC Standard 5.1.6: Administration supports gifted program through equitable allocation of resources and services NAGC Standard 5.2: Students progress is monitored through commitment of gifted, special, general educationists, other

		professionals (school psychologists, social workers) NAGC Standard 5.3.1: Families and community members are regularly engaged in program planning, programming, evaluation, and advocacy
Recommendation	Research Support	NAGC Support
Development of program policy covering identification, program placement, programming, professional development, personnel employment, program review, student progress monitoring, and acceleration/other instructional management requirements	Policy is ideal and more likely to be binding on a district when it specifically covers identification, program services, curriculum, instruction, assessment of learning, program design/management, teacher preparation and program evaluation (Gallagher, 2002; Landrum & Shaklee, 1998; VanTassel-Baska, 2003)	NAGC Standard 5.6.1: Districts create policies and procedures to guide and sustain all program components
Recommendation	Research Support	NAGC Support
District Resource and Support for community via centralized communications, training, and materials	Anecdotal evidence suggests that families who feel strongly connected to what school provides and supports maintain a stronger influence on their children's motivation to learn and value the importance of schooling	NAGC Standard 5.3.1: Educators regularly engage families and community members for planning, programming, evaluating, and advocating
Recommendation	Research Support	NAGC Support
Aligned differentiated, high challenge curriculum in all academic core areas at each building level, with articulation occurring among building levels	Viable, differentiated curriculum results in increased student achievement (Marzano, 2000; 2003), especially when there are challenging goals, feedback to students, and	

	professionalism among the teacher-implementers of this curriculum	
Recommendation	Research Support	NAGC Support
Provision of “Potential Scholars” intervention program for underserved, high potential students	Ford (2007, 2009) has established that culturally diverse and economically disadvantaged learners need “extra” time and supports in order to be effective and successful in more traditional gifted classes. There are several successful examples of this type of program in school districts in MN.	NAGC Standard 1.3.2: Educators model respect for diverse abilities, strengths, and goals NAGC Standard 1.6.2: Educators develop specialized intervention services for gifted students who are underachieving NAGC Standard 2.1.1, 2.1.2: Educators develop environments that encourage students to express diverse behaviors associated with gifts; provide parents with info regarding diverse characteristics NAGC Standard 2.3.1, 2.3.3: Educators select and use non-biased and equitable approaches for identifying, including tools in child’s native language or in nonverbal formats; provide parents with info in native language regarding diverse behaviors associate with giftedness NAGC Standard 3.1.3: Educators adapt, modify or replace core or standard curriculum to meets needs of gifted including those who are 2X, ELL NAGC Standard 3.3.1: Educators select, adapt

		and use repertoire of instructional strategies and materials that differentiate and respond to diversity NAGC Standard 3.5.1, 3.5.3: Educators develop and use challenging, culturally responsive curriculum to engage all gifted students; use curriculum for deep explorations of cultures, languages and social issues related to diversity NAGC Standard 4.1.3, 4.4.1, 4.4.3: Educators create environments that support trust among diverse learners; model appreciation for and sensitivity to students' diverse backgrounds and languages; provide structured opportunities to collaborate with diverse peers on a common goals NAGC Standard 5.2.1: Educators in gifted, general and special education programs as well as those in specialized areas collaboratively plan, develop and implement services for gifted learners
Recommendation	Research Support	NAGC Support
Use of trained gifted resource teachers to support/coach/co-teach advanced class teachers with regrouped or cluster classes (math and	Hanson & Feldhusen (1999) found that educators with specialized training in gifted education maintain highest quality instruction	NAGC Standard 6.1.1: 6.1.2: Educators systematically participate in ongoing, research-supported professional development addressing

reading/language arts at elementary level; all academic core areas at middle and high school levels); provision of professional plan for orientation of new gifted staff and continuing training of veteran staff	and most positive attitudes about these learners. McCoach (2002) found that gifted teachers acting as “coaches” for colleagues produce sizeable improvements in teaching quality and attitudes toward bright learners. The reason most cited by regular teachers for not differentiating (only 2% do it on their own) is that they do not have the time, training, or materials to do it or to support it. Collaboration with the gifted resource teacher in the school will help with this; “powerful” staff development initiatives result in lasting change and improvement in professionalism and service implementation (Little, 1993)	the foundations of gifted education, gifted characteristics, assessment, curriculum planning and instruction, learning environments, and programming; district provides professional development for teachers that model how to develop environments and instructional activities NAGC Standard 6.1.4, 6.3.2: Administrators provide human and material resources needed for professional development in gifted education (e.g., release time, funding, substitute support, mentors); educators participate in professional development that is sustained over time, includes regular follow-up and seeks evidence of impact on teacher practice and student learning
Recommendation	Research Support	NAGC Support
Regrouped classes with compacted pre-assessments, and replacement with accelerated and/or differentiated curriculum and outcomes; identification for high performing classes based on high performance criteria; cluster grouped classes with the same curricular and instructional strategies,	Regrouped classes by performance level shows 1-3/4s years’ academic growth when like performing students (i.e., top 1-15%) are regrouped together and provided with appropriately differentiated curriculum (Kulik & Kulik, meta-analysis, 1992; Rogers, research synthesis, 2007); Rogers also found 1 ½ year’s growth for	NAGC Standard 1.3.1: Educators provide variety of research-based grouping practices that allow students to interact with individuals with similar gifts, abilities, strengths NAGC Standard 2.2.3, 2.4.1: Assessments provide qualitative and quantitative info from variety of sources, including off-level testing,

materials used	elementary children in cluster grouped classrooms in which differentiation was directly implemented and teacher focus was proportionately given to this critical mass of students in the same classroom	are nonbiased and equitable, and are technically adequate for the purpose; educators use differentiated pre-and post-performance-based assessments to measure the progress of gifted students NAGC Standard 3.1.4, 3.1.6: Educators design differentiated curricular that incorporate conceptually challenging, in-depth, distinctive, and complex content for gifts students; educators use pre-assessments and pace instruction based on the learning rates of gifted students and accelerate and compact learning as appropriate NAGC Standard 4.1.1: Educators maintain high expectations for gifted students as evidenced in meaningful and challenging activities NAGC Standard 5.1.1, 5.1.2: Use of multiple alternative approaches to accelerate, learning; regular use of enrichment options to extend, deepen learning NAGC Standard 5.1.3, 5.1.6: Multiple forms of grouping, special classes; support through allocation of appropriate, equitable resources to ensure appropriate educational services
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Recommendation	Research Support	NAGC Support
Development of pre-assessment/compaction plans for all academic core areas to buy time for aligned and articulated differentiated curriculum in all academic core areas (Although this was not mentioned as a specific recommendation for program revision, it is the cornerstone of any attempts to differentiate and provide high challenge learning experiences)	Rogers (1991; 1998; 2007) synthesized the research on compacting, finding that when this is done in math and science, and the replacement experiences are accelerative in nature, the yearly growth is 1 4/5s years per year; when the compacting is done in language arts or social studies, the growth is up to an additional third of a year's growth.	NAGC Standard 2.2.5: Educators interpret multiple assessments in different domains in identifying the needs of students with gifts or talents NAGC Standard 2.4: Students with gifts and talents demonstrate advanced and complex learning s a result of using multiple, appropriate, and ongoing assessments NAGC Standard 3.1.5: Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring NAGC Standard 3.1.6: Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate
Recommendation	Research Support	NAGC Support
Provision of independent study and on-line courses to extend student learning beyond what current curriculum offers high performing students	On-line courses lead to 1-3/4/s year growth in subject area of course participation (Rogers, 2009); Independent study may or may not produce academic gains, depending on how much	NAGC Standard 1.1.1, 1.4.2: Educators engage students in identifying interests, strengths, gifts; educators identify out-of-school learning opportunities that match student ability, interests

	personal responsibility is required of students (one study showed 2 1/3 rd year's gain in one year's time but others show no academic gain)	NAGC Standard 3.3.3: educators provide students with gifts and talents to explore, develop, or research their areas of interest, talent NAGC Standard 5.1.4, 5.1.5: Educators regularly use individualized learning such as online course, independent study; educators regularly use current technologies, including online learning options to enhance access to high-level programming
Recommendation	Research Support	NAGC Support
Provision of systemic co-curriculars that are academically oriented	Colangelo (1990) found that gifted students are more likely to participate in co-curriculars with an academic bent and are more likely to find "direction" for their future careers through their participation in high school co-curriculars.	NAGC Standard 1.4.2: Educators identify out-of-school learning opportunities that match students' abilities and interests NAGC Standard 3.3.2: Educators use school and community resources that support differentiation NAGC Standard 4.3.2, 4.3.3: Educators provide environments for developing many forms of leadership; educators promote opportunities of leadership in community settings to effect positive change NAGC Standard 5.1.2: Educators regularly use enrichment options that extend or deepen learning opportunities within and outside of the school setting

		NAGC Standard 5.2: Coordinated Services – students demonstrate progress as a result of coordinated services of general education and related professional services; students’ learning is enhanced by regular collaboration between community and school
Recommendation	Research Support	NAGC Support
Differentiated curriculum shaped as “Type 2 and 3” experiences on year long, consistent basis (as recommended here for elementary science and social studies)	Rogers (2007) found that the more time spent in pullout and focused specifically on extensions of a content domain could lead to up to an additional 2/5’s of a year’s growth, not as high as for daily extensions, but still substantial; Renzulli (2009) concluded that Type 3s offered as student-centered, interest-based learning experiences pursued as independent investigations leads to improved self-efficacy and motivation to learn, but the academic effects are only present when the experiences are extensions of school curriculum being tested	NAGC Standard 5.1.2: Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting NAGC Standard 5.1.3: Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools NAGC Standard 3.3.3: Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent NAGC Standard 3.1.4: Educators design differentiated curricular that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents

Recommendation	Research Support	NAGC Support
Provision of affective support curriculum and sessions	Peterson (2005) has documented her affective group discussion experiences with intermediate and middle school gifted children with strong anecdotal and interview data about the efficacy of this approach	NAGC Standard 1.1.2: Educators assist students with gifts and talents in developing identities supportive of achievement NAGC Standard 1.6: Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practice NAGC Standard 1.8.2: Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness NAGC Standard 4.3.1: Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility
Recommendation	Research Support	NAGC Support
Early Entrance	Rogers (2009) conducted meta-analysis of all research on early entrance since 1990, finding that the child who enters early starts out approximately 1/3 of a year ahead of equally bright children who wait	NAGC Standard 5.1.1: Educators regular use of multiple alternative approaches to accelerate learning NAGC Standard 5.6: Students participate in regular and gifted education programming that provides for advanced learning needs
Recommendation	Research Support	NAGC Support
Grade Skipping	Rogers's (2009) meta-analysis of 23 forms of acceleration found grade	NAGC Standard 5.1.1: Educators regular use of multiple alternative

	skipping to help gifted students gain 2/5 year's additional growth, in addition to substantial gains in socialization, and self-efficacy	approaches to accelerate learning NAGC Standard 5.6: Students participate in regular and gifted education programming that provides for advanced learning needs
Recommendation	Research Support	NAGC Support
Dual Enrollment	Rogers's (2009) meta-analysis of 23 forms of acceleration found dual enrollment to have small positive gains in academic achievement; it is thought that the use of on-level achievement measurements was the reason why greater academic benefits were not found; self-efficacy gains are substantial	NAGC Standard 5.1.1: Educators regular use of multiple alternative approaches to accelerate learning NAGC Standard 5.6: Students participate in regular and gifted education programming that provides for advanced learning needs
Recommendation	Research Support	NAGC Support
Credit for Prior Learning or Testing Out	Rogers's (2009) meta-analysis of 23 forms of acceleration found that these two options provide approximately 3/5s of an additional year's progress in the academic area(s) in which it is applied	NAGC Standard 5.1.1: Educators regular use of multiple alternative approaches to accelerate learning NAGC Standard 5.6: Students participate in regular and gifted education programming that provides for advanced learning needs
Recommendation	Research Support	NAGC Support
Talent Search Participation (continued district efforts in this regard)	Rogers's (2009) meta-analysis found that students who participated in the Talent Search testing program, regardless of what advantage they took of options offered to them as a result of testing, made 1	NAGC Standard 1.4.2: Educators identify out-of-school opportunities that match students' abilities and interests

	1/3 year's growth academically in the subsequent year	
Recommendation	Research Support	NAGC Support
Subject Acceleration	Rogers's (2009) meta-analysis found that a student accelerated in a subject beyond grade level tended to make 1 3.5's year's growth per year in that subject area	NAGC Standard 5.1.1: Educators regular use of multiple alternative approaches to accelerate learning
Recommendation	Research Support	NAGC Support
Program Review plan Provision of timeline for reviewing various components of program services on a consistent basis	The characteristics of high quality program evaluations have been collected by <i>the NAGC Pre-K – Grade 12 Program Standards</i> (Landrum, Callahan, & Shaklee, 2001). A good overview of evaluation models, instrumentation and evaluation tools has been provided by VanTassel-Baska & Feng, 2004; regular program evaluation is critical to the success of gifted education programs (Tomlinson, Bland, Moon & Callahan, 1994).	NAGC Standard 2.5: Evaluation of programming demonstrates student learning progress as a result of program and services NAGC Standard 2.6.1: Administration provides necessary time, resources to implement annual evaluation plan NAGC Standard 2.6.2: Evaluation plan is purposeful, evaluates student-level outcomes NAGC Standard 2.6.3: Educators disseminate results of the evaluation to the community

Program Personnel Descriptions: Roles and Responsibilities

Central Office Director of Gifted Program Services

Roles and Responsibilities:

- Facilitates development of program vision, mission, goals, programming (including co-curriculars), curriculum development/alignment/articulation, policy & procedure manual, professional development plan, identification system development, and development of annual program review (in-district)
- Communicates program vision, mission, goals, programming via personal messages and district website and personal communications with parents and community
- Budget manager
- Personnel supervisor (School Resource Teachers, Building Level Coordinators)
- Management of identification system and procedures
- Implements policies and procedures governing the gifted program
- Monitors annual documentation of gifted student academic progress
- Oversees of annual program evaluation
- Facilitates of professional development options for advanced class teachers, school resource teachers, building level coordinators
- Monitors fidelity of implementation of program policies and procedures

School Resource Teachers

Roles and Responsibilities:

- Provides monthly classroom enrichments in k-1 to collaborate with regular teachers in identifying those underserved children with high potential that can subsequently be supported through special program provisions (elementary school resource teachers only)
- Collaborates with teachers of advanced math and reading/language arts classes, grades 2-8, in providing materials, compacting/pre-assessment, and documenting these students' academic progress
- Provides direct services, a scope & sequence to "Potential Scholars" participants, grades 2-5 to prepare them for successfully entry into advanced/accelerated classes at middle school level (elementary school resource teachers only)
- Collaborates with grade level teams in providing weekly science challenges for gifted students, grades 2-8 either through direct service or co-teaching

- Collaborates with grade level teams in providing weekly social studies challenges, grades 2-8, either through direct service or provision of learning centers of independent study task folders
- Provides direct services in affective development, grades 2-8, implementing an affective scope & sequence of learning experiences
- Documents gifted student growth reflective of program participation
- Participates in development of aligned, articulated mathematics and reading/ language arts curriculum scope & sequence, grades 2-8
- Participates in development of Potential Scholars scope & sequence curriculum development, grades 2-5 (elementary school resource teachers only)
- Participates in development of affective curriculum scope & sequence, grades 2-8
- Participates in development of K-1 enrichment experiences scope & sequence (elementary school resource teachers only)
- Participates in monthly planning meeting with other building level resource teachers to ensure fidelity of curriculum and program implementation

Building Level Coordinators (1 elementary, 1 middle school)**Roles and Responsibilities:**

- Schedules monthly program fidelity, planning meetings for all school resource teachers to ensure all schools are able to provide similar daily challenge and co-curricular participation
- Communicate district office policy and procedures when indicated by Director
- Facilitates identification and placement processes for each school at building level
- Facilitates professional development sessions for respective teachers (school resource teachers, advanced class teachers) at building level
- Collects annual data from building level for annual program review

Recommended Timeline for Program Revision Implementation

Year 1	Year 2	Year 3
CENTRAL OFFICE		
Development/ employment of full-time roles, responsibilities for District GT Director	Continued employment of this District leader	Continued employment of this District leader
Development/ employment of part-time building level GT resource at elementary and MS levels	Continued employment of these 2 building level coordinators	Continued employment of these 2 building level coordinators
Establish GT program Steering Committee group and agenda of roles, responsibilities for group members	Continued work of Steering Committee in prioritizing, supporting implementation of gifted services	Continued work of Steering Committee in prioritizing, supporting implementation of gifted services
Develop, approve Program name change, vision, mission statement, upload district website with pertinent GT program information so that it is easily accessible and understandable to district community	Monitor that mission is indeed being carried out	Monitor that mission continues to be carried out
Develop and update as needed a full set of rules (policies) and procedures to encompass identification, programming, acceleration options, homework, required instructional management, professional development, program review	Monitor school compliance with these policies and procedures	Monitor school compliance with these policies and procedures
Develop and field test comprehensive, systematic, objective identification process for top 10% of gifted and talented students in district and for K-1 identification of "Potential Scholars" who are culturally diverse, underserved	Monitor whether students placed in services thrive and whether those not placed should have been included; adjust the system as needed	Monitor whether students placed in services thrive and whether those not placed should have been included; adjust the system as needed

Year 1	Year 2	Year 3
CENTRAL OFFICE		
Align gifted mathematics and reading/language arts curriculum for grades 2-8	Monitor implementation of math and reading/ language arts curriculum for grades 2-8 Align gifted science and social studies challenge units for grades 2-8 and begin to implement them	Monitor and adjust math, reading/language arts, science, and social studies aligned, differentiated curriculum
Develop a scope & sequence of “Potential Scholars” learning experiences, skills outcomes for grades 2-5	Implement Potential Scholars identification process and first year of scope & sequence of learning experiences	Monitor student progress with this “curriculum” and adjust accordingly
	Develop a scope & sequence of affective learning experiences for grades 2-8	Monitor student attitudes and self-efficacy and adjust this “curriculum” accordingly
Identify the academic co-curriculars that will be offered at each building level across every school in the district, ensuring there is a balance for each academic core area; identify how students will be systematically placed/invited to these co-curricular opportunities	Monitor implementation of these co-curriculars across the district and adjust placement criteria as needed	Monitor implementation of these co-curriculars across the district and adjust placement criteria as needed
Develop a professional development plan for “veteran” GT resource teachers; develop a professional development plan for “new” GT resource teachers –all training will be held at district office or other centralized site	Monitor implementation practices and attitudes of resource teachers and adjust training accordingly	Monitor implementation practices and attitudes of resource teachers and adjust training accordingly
Develop a program review plan to take place annually	Implement program review plan at end of this year	Monitor whether program review plan informs decision-makers about changes that need to be made to GT services in the district

Year 1	Year 2	Year 3
ELEMENTARY		
Each principal will select the instructional management strategy that best works for delivering daily differentiated mathematics and daily reading/language arts curriculum to identified grades 2-5 gifted and talented learners	Each principal will monitor the effectiveness of the instructional management strategy selected and adjust accordingly	Each principal will monitor the effectiveness of the instructional management strategy selected and its impact on the school's learners with gifts or talents, adjusting accordingly
Each school resource teacher will deliver monthly whole class enrichment activities in grades K-1, while the regular teacher observes for students who show gifts, talents, or high potential (are culturally diverse, underserved)	Each school resource teacher will deliver monthly whole class enrichment activities in grades K-1, while the regular teacher observes for students who show gifts, talents, or high potential (are culturally diverse, underserved); those students identified across the 2 years will be recommended for the district identification process to place in daily talent development classes or the "potential scholars" program service	Curriculum for K-1 enrichment experiences will be adjusted as needed to more clearly identify and help place children for services they will receive in grades 2-5
	Each school resource teacher will deliver weekly science challenges either through co-teaching or pull-out to identified high performing children in science; the resource teacher will also deliver weekly; each school resource teacher will deliver weekly social studies challenges through pull-out or class interest centers to identified high performing children in social studies	The principal and resource teacher will determine if the challenges have improved achievement, self-efficacy, and motivation to learn, adjusting the curriculum as necessary (at the building level so that changes are aligned across schools at the same building level)

Year 1	Year 2	Year 3
ELEMENTARY		
Advanced class (cluster or regrouped) teachers in mathematics and reading/ language arts at each grade level, 2-5 will provide daily implementation of the aligned reading and mathematics curriculum developed at the district level; the school resource teacher will collaborate in the provision of resources and materials for these curriculum areas as requested by the advanced classroom teachers	The advanced class teachers will continue to implement the daily differentiated curriculum, documenting the learning progress and attitudes, self-efficacy of learners placed in these classes	The advanced class teachers will continue to implement the daily differentiated curriculum, documenting the learning progress and attitudes, self-efficacy of learners placed in these classes
Each principal will ensure that the developed policies and procedures are implemented fully in the respective buildings	Suggested adjustments to these policies and procedures will be made as necessary	Suggested adjustments to these policies and procedures will be made as necessary
The building level coordinator will schedule monthly half-day planning and coordination meetings for the school resource teachers for the school year. Information regarding identification, programming, placement decisions, co-curricular planning, and implementation issues, resources and materials will be addressed during these sessions	Monthly coordination meetings for the resource teachers will provide data collection and monitoring of student progress procedures to ensure that the program redesign is moving forward	Monthly coordination meetings for the resource teachers will provide data collection and monitoring of student progress procedures to ensure that the program redesign is moving forward
Newly employed resource teachers will participate in planned orientation to the newly restructured program of services, according to the PD plan developed in Year 1	Resource teachers will participate in professional development, according to the PD plan developed in Year 1; new hires will participate in the orientation PD developed in Year 1	Resource teachers will participate in professional development, according to the PD plan developed in Year 1; new hires will participate in the orientation PD developed in Year 1

Year 1	Year 2	Year 3
ELEMENTARY		
Although the district will send out district-wide communications about Talent Search opportunities, each school resource teacher will provide this information to identified students in all school gifted services options	Although the district will send out district-wide communications about Talent Search opportunities, each school resource teacher will provide this information to identified students in all school gifted services options	Although the district will send out district-wide communications about Talent Search opportunities, each school resource teacher will provide this information to identified students in all school gifted services options
MIDDLE SCHOOL		
Each principal will select the instructional management strategy that best works for delivering daily differentiated mathematics daily reading/language arts, social studies, and science curriculum to identified grades 6-8 gifted and talented learners	Each principal will monitor the effectiveness of the instructional management strategy selected and adjust accordingly	Each principal will monitor the effectiveness of the instructional management strategy selected and its impact on the school's learners with gifts or talents, adjusting accordingly
Advanced class (cluster, team, regrouped) teachers in all academic core areas each grade level, 6-8 will provide daily implementation of the aligned academic core area curriculum developed at the district level; the school resource teacher will collaborate in the provision of resources and materials for these curriculum areas as requested by the advanced classroom teachers	The advanced class teachers will continue to implement the daily differentiated curriculum, documenting the learning progress and attitudes, self-efficacy of learners placed in these classes	The advanced class teachers will continue to implement the daily differentiated curriculum, documenting the learning progress and attitudes, self-efficacy of learners placed in these classes
Each principal will ensure that the developed policies and procedures are implemented fully in the respective buildings	Suggested adjustments to these policies and procedures will be made as necessary	Suggested adjustments to these policies and procedures will be made as necessary

Year 1	Year 2	Year 3
MIDDLE SCHOOL		
The building level coordinator will schedule monthly half-day planning and coordination meetings for the MS school resource teachers for the school year. Information regarding identification, programming, placement decisions, co-curricular planning, and implementation issues, resources and materials will be addressed during these sessions	Monthly coordination meetings for the resource teachers will provide data collection and monitoring of student progress procedures to ensure that the program redesign is moving forward	Monthly coordination meetings for the resource teachers will provide data collection and monitoring of student progress procedures to ensure that the program redesign is moving forward
Newly employed resource teachers will participate in planned orientation to the newly restructured program of services, according to the PD plan developed in Year 1; advanced class teachers will participate in professional development that ensures appropriate implementation of the aligned differentiated curriculum in their respective subject area(s)	Resource teachers and advanced class teachers will participate in professional development, according to the PD plan developed in Year 1; new hires will participate in the orientation PD developed in Year 1	Resource teachers will participate in professional development, according to the PD plan developed in Year 1; new hires will participate in the orientation PD developed in Year 1
Although the district will send out district-wide communications about Talent Search opportunities, each school resource teacher will provide this information to identified students in all school gifted services options	Although the district will send out district-wide communications about Talent Search opportunities, each school resource teacher will provide this information to identified students in all school gifted services options	Although the district will send out district-wide communications about Talent Search opportunities, each school resource teacher will provide this information to identified students in all school gifted services options
HIGH SCHOOL		
Continue with the individual student placement efforts carried out by the current V21 teacher; consider increasing the position to full-time to ensure that all identified students are appropriated placed	Monitor placement decisions by collecting data on student performances in class work, attitudes, self-efficacy; adjust placements accordingly	Monitor placement decisions by collecting data on student performances in class work, attitudes, self-efficacy; adjust placements accordingly

Year 1	Year 2	Year 3
HIGH SCHOOL		
Implement a “homeroom” or “advisory” set up which allows designated teachers to identify students in need of options beyond the regular advanced courses offered at HS, focusing on the development of individual talents beyond the opportunities already provided at the HS	Monitor the “homeroom” or “advisory” set up which allows designated teachers to identify students in need of options beyond the regular advanced courses offered at HS, focusing on the development of individual talents beyond the opportunities already provided at the HS; document the efficacy of this system and adjust accordingly	Monitor the “homeroom” or “advisory” set up which allows designated teachers to identify students in need of options beyond the regular advanced courses offered at HS, focusing on the development of individual talents beyond the opportunities already provided at the HS; document the efficacy of this system and adjust accordingly
Reassign caseloads of school counselors such that one counselor has all identified gifted students and potential scholars in HS and can become the “go to” person for social/emotional issues, underachievement, career exploration, and university planning	Monitor the success of this system and adjust accordingly	Monitor the success of this system and adjust accordingly, making sure to document actual gains in student achievement, motivation, and self-efficacy
Identify and “scale up” courses designated as X or honors so that their rigor is commensurate with the AP coursework offered	Monitor implementation of these newly revised courses, documenting student performance and achievement	Monitor implementation of these newly revised courses, documenting student performance and achievement
Provide “independent study” option supervised by a teacher that allows students with extraordinary talent to pursue in-depth or accelerated coursework beyond what the HS offers, mostly as on-line work	Monitor implementation of this course, documenting student performance and achievement	Monitor implementation of this course, documenting student performance and achievement

APPENDIX ONE

Survey Data Summaries By School Levels

Table 3. Mean Elementary and Middle School Responses to Interest, Challenge, Choice, and Enjoyment of V21 Classes

Construct	Mean Reg. Class	SD Reg. Class	Int.	Mean V21 Readg	SD V21 Readg	Int.	Mean V21 Math*	SD V21 Math	Int.
Elementary (N = 62-88 students per item) **									
Interest	2.10	0.88	PT	1.66	0.85	VT	1.69	0.89	PT
Challenge	2.61	1.00	ST	1.82	0.87	PT	1.66	0.92	VT
Choice	2.53	0.91	ST	2.07	0.94	PT	2.41	1.00	PT
Enjoyment	1.82	0.86	ST	1.61	0.83	VT	1.52	0.83	VT
Middle School (N=39-56 students per items) **									
Interest	2.26	0.83	PT	2.16	0.95	PT	2.11	1.03	PT
Challenge	2.74	0.88	ST	1.95	0.91	PT	1.91	0.95	PT
Choice	2.47	0.86	ST	2.58	1.02	PT	2.54	0.99	PT
Enjoyment	1.95	0.88	PT	1.95	0.81	PT	2.19	1.05	PT

* At middle school level, V21 math is called “Accelerated Math”.

Interpretations: 1.00 – 1.66 = Very True, 1.67 – 2.33 = Pretty True, 2.34 – 3.33 = Somewhat True, 3.34 – 4.00 = Not True

Means Scale: 1 = Very True, 2 = Pretty True, 3 = Somewhat True, 4 = Not True

** Not all of the 88 student who responded were in both V21 reading and V21 math at the elementary level. Likewise, this occurred at the middle school level.

Table 4. Mean HS Student Responses to Choice, Challenge, Interest, and enjoyment in Regular and Vision 21 Classes

Construct	Mean Regular Classes	SD Regular Classes	Interpre- tation	Mean Vision 21 Classes	SD Vision 21 Classes	Interpre- tation
High School (N = 20-23) responses per item						
Interest	2.67	0.87	ST	1.94	0.89	PT
Challenge	3.17	0.74	ST	1.76	0.81	PT
Choice	2.59	0.98	ST	2.28	1.00	PT
Enjoyment	2.56	0.95	ST	2.09	0.89	PT

(M=1.00 – 1.66) Very True; (M=1.67-2.33) Pretty True; (M = 2.34 – 3.33) Somewhat True; (M=3.34-4.00) Not True.

Scale on Questionnaires: 1=Very True, 2=Pretty True, 3=Somewhat True, 4=Not True

Table 5.**V21 Teachers' Responses (Elementary, Middle School, and High School) on Instructional Practices Related to Challenge, Enjoyment, Choice, and Interest (N= 46)**

Survey Items	Means	Standard Deviations	Interpretation
The activities I provide for my most capable students are generally suited to their specific interests.	1.91	0.66	To a great extent
The activities I provide my most capable students are very challenging.	1.72	0.66	To a great extent
Students are given choices reflecting different levels of rigor in showing what they have learned.	2.24	0.99	To a great extent
Most of the most capable students look forward to my classes.	1.37	0.54	Very much so
Students are given a chance to work on things in class that interest them.	2.00	0.89	To a great extent
I use a variety of challenging materials, books, and ideas in my classes.	1.57	0.75	Very much so
Students can work alone or with others on the projects and tasks I set for them.	1.72	.075	To a great extent
I try to provide opportunities for my most capable students to explore our subject in depth.	1.72	0.78	To a great extent
The activities I develop for my students fit with their abilities.	1.53	0.59	Very much so
Students seem interested in what they are learning in my classes.	1.33	0.56	Very much so
I try to make the student work demanding.	1.47	0.66	Very much so
Students at times get to choose materials or projects to work on in my classes.	2.37	1.10	Moderately

Note. Response Scale: 1 = Very Much So, 2 = To a Great Extent, 3 = Moderately, 4 = Very Little

Mean ranges: 1.00 – 1.66 = Very Much So; 1.67 – 2.33 = To a Great Extent; 2.34 – 3.33 = Moderately; 3.34 – 4.00 = Very Little

Table 6.

V21 Teachers' Responses (Elementary, Middle School, and High School) on Items Reflecting Views about Services for Advanced Students (N = 45)

Survey Items	Mean	Std. Deviation	Interpretation
Providing the advanced classes currently offered in the district for bright students is unnecessary.	3.91	0.47	Not True
I would like to know more about district Vision 21 plans.	2.07	0.99	True
It takes me too much time to organize for teaching advanced learners.	3.58	0.89	Not True
I am not sure whether I am doing the right things for my advanced learners.	3.38	0.75	Not True
I am concerned about how other students feel when I teach advanced learners.	3.71	0.79	Not True
I know other approaches for bright students that work better than what we provide here.	3.56	0.89	Not True
I would like to share with colleagues what I know about teaching bright students.	2.82	1.07	Somewhat True
I don't understand why it is so important to provide separate classes for these students.	4.00	0.21	Not True
I would like to know more about how to teach bright students appropriately.	2.38	1.03	Somewhat True
I want to know what resources can help keep my classes current.	2.00	0.99	True
I am concerned that advanced services provided through Vision 21 do not go far enough for our most capable students.	3.02	1.16	Somewhat True
I want to develop stronger working relationships with others in my school to benefit our most capable learners.	2.18	1.07	True

Note. Response Scale: 1 = Very True, 2 = True, 3 = Somewhat True, 4 = Not True

Mean ranges: 1.00 – 1.66 = Very True; 1.67 – 2.33 = True; 2.34 – 3.33 = Somewhat True; 3.34 – 4.00 = Not True

Table 7.**V21 Teachers' Responses (Elementary, Middle School, and High School) on Views About Adequacy of District Services (N=42)**

Survey Items	Means	Standard Deviations	Interpre- tation
Articulated Grade 1-12 services that extend the regular district curriculum.	2.26	0.63	Good
Professional development and support.	2.65	0.84	Fair
Adequate differentiated materials and resources.	2.52	0.67	Fair
Appropriate placement of children into the program who “ need” to be there.	2.43	0.83	Fair
Clear communication of Vision 21 goals to educators, families, and students.	2.66	0.76	Fair
Consistent support for Vision 21 at school level.	2.38	0.85	Fair
Parent support for Vision 21 services.	1.85	0.75	Good
Consistent district support for Vision 21 staff across buildings.	2.67	0.84	Fair
Time allocations for Vision 21 services.	2.87	0.76	Fair
Adequate challenge levels in Vision 21 and advanced classes.	1.91	0.61	Good
Adequate personnel to keep Vision 21 going.	2.05	0.62	Good
Confidence that Vision 21 will continue in the future.	1.74	0.83	Good
Adequate range of Vision 21 learning opportunities in district to fully develop individual talents.	2.35	0.89	Fair
Equitable access for challenge for all students.	2.39	0.74	Fair
Vision 21 Students' opportunities for true peer interaction.	1.93	0.71	Good

Note. Response Scale: 1 = Excellent, 2 = Good, 3 = Fair, 4 = Poor

Mean ranges: 1.00 – 1.66 = Excellent; 1.67 – 2.33 = Good; 2.34 – 3.33 = Fair; 3.34 – 4.00 = Poor

Table 8. Elementary School Parent Survey Responses: Views About V21 Services (N = 251)

Survey Items	Mean	Std. Deviation	Interpretation
Vision 21 classes extend my child's (or children's) learning beyond the regular school experience.	1.59	0.77	Very True
The Vision 21 class(es) allows my child's (or children's) individual talents to be developed.	1.82	0.95	True
I am aware of the goals of the Vision 21 classes at the elementary level.	2.50	1.00	Somewhat True
There seems to be a clear Grade 1-12 plan for meeting the needs of bright learners through the Vision 21 classes.	2.54	0.99	Somewhat True
My child's Vision 21 teacher(s) is prepared to work effectively with advanced learners.	1.79	0.90	True
The Vision 21 teacher(s) has a positive relationship with my child(ren).	1.59	.078	Very True
The Vision 21 class(es) is offered long or often enough to make a difference in my child's (or children's) learning and development.	2.26	0.95	True
The Vision 21 class(es) provides my child(ren) with sufficient opportunity to interact with others like himself/herself.	1.90	0.79	True
I see positive changes in my child's(ren's) motivation for learning, which I attribute to participation in the Vision 21 class(es).	2.16	1.05	True
I believe the Vision 21 class(es) supports the emotional needs of my child(ren).	2.05	0.97	True
My child(ren) has learned new skills as a part of Vision 21 Reading or Vision 21 Mathematics class(es).	1.71	0.80	True
The Vision 21 class(es) has helped me better understand the needs of my child(ren.)	2.56	1.06	Somewhat True
The Vision 21 class(es) has helped my child(ren) be successful in other school experiences.	2.19	0.93	True
The Vision 21 class(es) has helped my child(ren) have a positive view about the importance of school.	2.03	0.97	True
I am kept informed about Vision 21 Reading or Vision 21 Mathematics program.	2.65	1.01	Somewhat True
I am asked to provide feedback about the Vision 21 class(es) in which my child participates.	3.06	1.00	Somewhat True
Vision 21 classes are a good addition to what my child's (or children's) other teachers do to meet his/her academic and social needs.	1.73	0.86	True

Note. Response Scale: 1 = Very True, 2 = True, 3 = Somewhat True, 4 = Not True At all Mean Ranges: 1.00 – 1.66 = Very True; 1.67 – 2.33 = True; 2.34 – 3.33 = Somewhat True; 3.34 – 4.00 = Not True At All

Table 9.**Middle School Parents' Survey Responses: Views About V21 Services (N = 168)**

Survey Items	Mean	Standard Deviation	Interpretation
Vision 21 classes or opportunities extend my child's (or children's) learning beyond the regular school experience.	1.84	0.78	True
Vision 21 classes or opportunities allow my child's (or children's) individual talents to be developed.	2.04	0.89	True
I am well aware of the goals of the Vision 21 classes and opportunities.	2.45	0.94	Somewhat True
There seems to be a clear Grade 1-12 plan for meeting the needs of bright learners through the Vision 21 classes and opportunities.	2.70	0.91	Somewhat True
Vision 21 Reading, Accelerated Math, or Vision 21 Co-Curricular teachers are prepared to work effectively with advanced learners.	2.04	0.82	True
The teachers of the Vision 21 Reading, Accelerated Math, and Vision 21 Co-curricular Opportunities have a positive relationship with my child(ren).	1.81	0.82	True
Vision 21 Reading, Accelerated Math classes, and Vision 21 Co-Curricular Opportunities are offered often enough to make a difference in my child's (or children's) learning and development.	2.22	0.96	True
Vision 21 Reading, Accelerated Math, and Vision 21 Co-Curricular Opportunities provide my child(ren) with sufficient opportunity to interact with others like himself/herself.	2.00	0.81	True
I see positive changes in my child's(ren's) motivation for learning, which I attribute to participation in the Vision 21 Reading, Accelerated Math, or Vision 21 Co-Curricular Opportunities.	2.49	0.97	Somewhat True
I believe these classes and opportunities support the emotional needs of my child(ren).	2.38	0.92	Somewhat True
My child(ren) has learned new skills as a part of Vision 21 Reading, Accelerated Math, or Vision 21 Co-Curricular Opportunities.	1.95	0.84	True
Vision 21 Reading, Accelerated Math, or Vision 21 Co-Curricular Opportunities have helped me better understand the needs of my child(ren.)	2.74	0.94	Somewhat True
Vision 21 Reading, Accelerated Math classes, or Vision 21 Co-Curricular Opportunities have helped my child(ren) be successful in his/her other school experiences.	2.23	0.90	True
Vision 21 Reading, Accelerated Math, or Vision 21 Co-Curricular Opportunities have helped my child(ren) have a positive view about the importance of school.	2.17	0.93	True

I am kept regularly informed about Vision 21 Reading, Accelerated Math, or Vision 21 Co-curricular Opportunities.	2.66	1.00	Somewhat True
I am asked to provide regular feedback about the Vision 21 Reading class, Accelerated Math class, or Vision 21 Co-curricular Opportunities in which my child participates.	3.46	0.77	True
Vision 21 Reading, Accelerated Math, and Vision 21 Co-Curricular Opportunities are a good supplement to what my child's (or children's) other teachers do to meet his/her academic and social needs.	2.01	0.83	True
My child was prepared well in elementary school for the Vision 21 Reading, Accelerated Math, or Vision 21 Co-curricular Opportunities at the middle school level.	1.88	0.99	True

Note.
Response Scale : 1 = Very True, 2 = True, 3 = Somewhat True, 4 = Not True At all

True, 4= Not True At all

Mean ranges: 1.00 – 1.66 = Very True; 1.67 – 2.33 = True; 2.34 – 3.33 = Somewhat True;

3.34 – 4.00 = Not True at All

Table 10.
High School Parents' Survey Responses: Views About V21 Services (N=73)

Survey Items	Mean	Standard Deviation	
Advanced classes or opportunities at the High School extend my child's (or children's) learning beyond the regular school experience.	1.45	0.65	Very True
Advanced classes or opportunities at the High School allow my child's (or children's) individual talents to be developed.	1.54	0.65	Very True
I am aware of the goals of the advanced classes and opportunities at the High School.	1.90	0.79	True
There seems to be a clear Grade 1-12 plan for meeting the needs of bright learners through the district's advanced classes or opportunities.	2.49	0.92	Somewhat True
Teachers of advanced classes or opportunities at the High School level are prepared to work effectively with advanced learners.	1.71	0.78	True
The teachers of the advanced classes or opportunities at the High School have a positive relationship with my child(ren).	1.62	0.78	Very True
The advanced classes or opportunities at the High School are offered in sufficient number to make a difference in my child's (or children's) learning and development.	1.63	0.69	Very True
The advanced classes or opportunities at the High School provide my child(ren) with sufficient opportunity to interact with others like himself/herself.	1.50	0.71	Very True
I see positive changes in my child's(ren's) motivation for learning, which I attribute to participation in the advanced classes or opportunities at the High School.	2.01	0.95	True
I believe these classes or opportunities support the emotional needs of my child(ren).	2.01	0.90	True
My child(ren) has learned new skills as a part of the advanced classes or opportunities at the High School.	1.58	0.71	Very True
The advanced classes or opportunities at the High School have helped me better understand the needs of my child(ren.)	2.28	0.92	True
The advanced classes or opportunities at the High School have helped my child(ren) be successful in his/her other school experiences.	1.83	0.80	True
The advanced classes or opportunities at the High School have helped my child(ren) have a positive view about the importance of school.	1.86	0.83	True
I am kept regularly informed about the advanced classes or opportunities at the High School.	2.51	0.96	Somewhat True
I am asked to provide feedback about the advanced classes or opportunities at the High School in which my child participates.	3.11	0.93	Somewhat True

Advanced classes or opportunities at the High School are a good addition to what my child's (or children's) other teachers do to meet his/her academic and social needs.	1.64	0.70	Very True
My child was prepared well at the middle school level for the advanced classes or opportunities at the High School.	2.04	1.01	True

Note. Response Scale: 1 = Very True, 2 = True, 3= Somewhat True, 4 = Not True At All

Mean ranges: 1.00 – 1.66 = Very True; 1.67 – 2.33 = True; 2.34 – 3.33 = Somewhat True; 3.34 – 4.00 = Not True at All

APPENDIX TWO

Program Review Instrumentation

Appendix 2 Materials Provided Separately

APPENDIX TWO

Program Review Instrumentation

(Permission is granted to the Wayzata School District to use this instrumentation in subsequent program reviews, as useful.)

CLASSROOM OBSERVATION SCALE (WAYZATA)

Teaching Behaviors	Frequently 3	Moderately 2	Infrequently 1	Not Observed
Curriculum Delivery				
Set high expectations for student performance				
Had students apply new knowledge				
Encourage students to express their thoughts				
Had students reflect on what they had learned				
Accommodation for Individual Differences				
Provided activities for independent or small group learning to promote depth of content understanding				
Accommodated individual or subgroup differences through conferencing, student choice of materials, task assignment differences				
Encouraged multiple interpretations of events and situations				
Allowed students to discover key ideas individually through structured questions or activities				

Teaching Behaviors	Frequently 3	Moderately 2	Infrequently 1	Not Observed
Problem Solving				
• Used brainstorming techniques				
• Encouraged students to identify and define the “problem”				
• Engaged students in solution-finding and articulation activities				
Critical Thinking Strategies				
• Encouraged students to judge or evaluate situations, problems, or issues				
• Engaged students in comparing and contrasting ideas				
• Encouraged students to generalize from concrete data or info to the abstract				
• Helped students identify assumptions and stereotypes to thoroughly examine and challenge supporting evidence for those stereotypes				
• Helped students challenge and reject misinformation and notions not supported by facts, and recognize when information is represented with fairness and balance				
• Encouraged students to synthesize or summarize info acquired				

Teaching Behaviors	Frequently 3	Moderately 2	Infrequently 1	Not Observed
Creative Thinking Strategies				
Solicited many diverse thoughts about issues or ideas				
Engaged students in exploration of diverse points of view to reframe ideas				
Encouraged students to show open-mindedness and tolerance, be imaginative and playful when trying to solve "problems"				
Provided opportunities for students to develop and elaborate on their personal ideas				
Research Strategies				
Required students to gather evidence from multiple sources through research-based techniques (e.g., print, non-print, internet, self-investigation, surveys, interviews)				
Asked students questions to assist them in making inferences from data and drawing conclusions				
Encouraged students to determine implications and consequences of findings				

Teaching Behaviors	Frequently 3	Moderately 2	Infrequently 1	Not Observed
• Provided time for students to communicate findings to relevant audiences in a formal format				

COMMENTS ABOUT LESSON (Which area of the curriculum, actual unit, description of the lesson, observed patterns of behavior, description of any differentiated instructional strategies were particularly appropriate for gifted/high achieving learners)

COMMENTS ABOUT TODAY'S CLASS (Pacing, student responses and attention, general learning climate and enthusiasm for lesson, whether instructional outcomes were achieved, etc. *Focus particularly on whether or not they "got" the lesson.*)

Gifted/Talented Resource Teacher/Administrator Interview Schedule Wayzata Vision 21 Program

Note: You don't have to use the questions as written so long as you collect the information the questions address:

School _____ Date _____

Name/Position of Person Interviewed _____

Name of Interviewer(s) _____

Program Description

1. What Vision 21 education services are offered in this school?
2. How many gifted education services take place in the regular classroom? Do these two sets of services “suffice” to meet the needs of gifted and talented students in your school?
3. How many students participate in gifted/talented services in your school? Are all those who SHOULD participate actually doing so at the level of service they should be? (Explain)
4. How do you know when the goals of each gifted/talented service (Vision 21 or regular class differentiation) have been achieved? In what ways do you assess these students’ learning growth?
5. What kinds of gifted/talented services and strategies are offered to meet the academic needs of the school’s gifted students? (e.g., enriched reading class, challenge math, etc.)

6. How are the social/emotional needs of these students attended to?

7. Are children placed out of (e.g., allowed to miss, or compacted) certain aspects of the regular grade level curriculum to participate in Vision 21 services? If so, at what grade levels in this school?

8. What special provisions at a school-wide level have been made for gifted/talented students who are:
 - Prodigiously gifted _____
 - High creatives _____
 - Leaders _____
 - Those with specialized talents _____
 - Visual and performing arts _____
 - Underachieving _____
 - Culturally diverse/ESL _____
 - Economically disadvantaged _____
 - Those with a learning, physical, emotional, behavioral disability or autism _____
 - _____
 - _____

9. What kinds of changes, if any, do you think need to be made to your current identification system?

Program Mechanics

1. What is the average amount of time gifted students are actively engaged each week in gifted services? Is the time sufficient? (Please provide schedule...)

2. What services do you personally provide?

3. How do the gifted/talented education services allow students to help set objectives, plan, and evaluate their own progress?

Program Administration

1. What is the GT educational background, training for the Vision 21 resource teacher(s) in this school? How long has s/he been in this position?
2. Was the GT resource teacher directly involved in developing the current Vision 21 services offered here?
3. What changes have taken place (funding, time, etc.) in the program in the last five years?
4. Are there sufficient materials and resources necessary to the activities that comprise Vision 21 services in your school? If not, what else do you need?
5. Do most of the teachers in this school generally support students' participation in the Vision 21 classes/services offered?
6. Are you receiving the resources, support, and consultation help necessary to assist you in implementing your Vision 21 services? If not, what else do you need?

Final Questions

1. Are there some students with gifts and talents whose needs are not met by the school's Vision 21 services? If so, please describe these students.
2. Are there some students with gifts and talents who have experienced extraordinary success or have shown dramatic changes as a result of Vision 21 services? (If so, please describe those cases.)

Evidence of Program Quality

(Anecdotal, Observational, Narrative/Interview)

Criterion	Evidence
Daily Talent Development K-12	
Consistent Challenge in all Academic Core Areas	
Opportunities for Independent Learning	
Conceptual Organization of Differentiated Curriculum	

Criterion	Evidence
Pacing and Subject Acceleration in Math, Science, Foreign Language	
Differentiated Instructional Delivery, Generally	
Subject Acceleration Options K-12 in All Academics	
Grade-Based Acceleration Options K-12	
Grouping Options for Learning and Affective Support	

Criterion	Evidence
Credit for Prior Learning	
Attention to the Development of Affective Health for GT Learners	
Consistent Extension of Regular School Curriculum K-12	

COMMENTS: What Wayzata does particularly well in supporting its students with gifts or talents

COMMENTS: What Wayzata may wish to do to better support its students with gifts or talents

APPENDIX THREE

NAGC 2010 Pre-K-Grade 12 Program Standards

2010 Pre-K-Grade 12 Gifted Programming Standards

Gifted Education Programming Standard 1: Learning and Development Introduction

For teachers and other educators in Pre-K-12 settings to be effective in working with learners with gifts and talents, they must understand the characteristics and needs of the population for whom they are planning curriculum, instruction, assessment, programs, and services. These characteristics provide the rationale for differentiation in programs, grouping, and services for this population and are translated into appropriate differentiation choices made at curricular and program levels in schools and school districts. While cognitive growth is important in such programs, affective development is also necessary. Thus many of the characteristics addressed in this standard emphasize affective development linked to self-understanding and social awareness.

Standard 1: Learning and Development

Description: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

Student Outcomes

Evidence-Based Practices

- 1.1. *Self-Understanding.* Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.
 - 1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and gifts.
 - 1.1.2. Educators assist students with gifts and talents in developing identities supportive of achievement.
- 1.2. *Self-Understanding.* Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.
 - 1.2.1. Educators develop activities that match each student's developmental level and culture-based learning needs.
- 1.3. *Self-Understanding.* Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.
 - 1.3.1. Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths.
 - 1.3.2. Educators model respect for individuals with diverse abilities, strengths, and goals.
- 1.4. *Awareness of Needs.* Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.

1.4.1. Educators provide role models (e.g., through mentors, bibliotherapy) for students with gifts and talents that match their abilities and interests.

1.4.2. Educators identify out-of-school learning opportunities that match students' abilities and interests.

1.5. *Awareness of Needs*. Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.

1.5.1. Educators collaborate with families in accessing resources to develop their child's talents.

1.6. *Cognitive and Affective Growth*. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.

1.6.1. Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices.

1.6.2. Educators develop specialized intervention services for students with gifts and talents who are underachieving and are now learning and developing their talents.

1.7. *Cognitive and Affective Growth*. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.

1.7.1. Teachers enable students to identify their preferred approaches to learning, accommodate these preferences, and expand them.

1.8. *Cognitive and Affective Growth*. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).

1.8.1. Educators provide students with college and career guidance that is consistent with their strengths.

1.8.2. Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness.

Gifted Education Programming Standard 2: Assessment Introduction

Knowledge about all forms of assessment is essential for educators of students with gifts and talents. It is integral to identification, assessing each student's learning progress, and evaluation of programming. Educators need to establish a challenging environment and collect multiple types of assessment information so that all students are able to demonstrate their gifts and talents. Educators' understanding of non-biased, technically adequate, and equitable approaches enables them to identify students who represent diverse backgrounds. They also differentiate their curriculum and instruction by using pre- and post-, performance-based, product-based, and out-of-level assessments. As a result of each educator's use of ongoing assessments, students with gifts and talents demonstrate advanced and complex learning. Using these student progress data, educators then evaluate services and make adjustments to one or more of the school's programming components so that student performance is improved.

Standard 2: Assessment

Description: Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

Student Outcomes

Evidence-Based Practices

2.1. *Identification.* All students in grades PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.

2.1.1. Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.

2.1.2. Educators provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.

2.2. *Identification.* Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.

2.2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.

2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.

2.2.3 Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose.

2.2.4. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning.

2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.

2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.

2.3. *Identification.* Students with identified needs represent diverse backgrounds and reflect the total student population of the district.

2.3.1. Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats.

2.3.2. Educators understand and implement district and state policies designed to foster equity in gifted programming and services.

2.3.3. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.

2.4. *Learning Progress and Outcomes.* Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.

2.4.1. Educators use differentiated pre- and post- performance-based assessments to measure the progress of students with gifts and talents.

2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents.

2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents.

2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention.

2.4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.

2.5. *Evaluation of Programming.* Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.

2.5.1. Educators ensure that the assessments used in the identification and evaluation processes are reliable and valid for each instrument's purpose, allow for above-grade-level performance, and allow for diverse perspectives.

2.5.2. Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.

2.5.3. Educators assess the quantity, quality, and appropriateness of the programming and services provided for students with gifts and talents by disaggregating assessment data and yearly progress data and making the results public.

2.6. *Evaluation of Programming.* Students identified with gifts and talents have increased access and they show significant learning progress as a result of improving components of gifted education programming.

2.6.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.

2.6.2. The evaluation plan is purposeful and evaluates how student-level outcomes are

influenced by one or more of the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional development, (g) parent/guardian and community involvement, (h) programming resources, and (i) programming design, management, and delivery.

2.6.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.

Gifted Education Programming Standard 3: Curriculum Planning and Instruction Introduction

Assessment is an integral component of the curriculum planning process. The information obtained from multiple types of assessments informs decisions about curriculum content, instructional strategies, and resources that will support the growth of students with gifts and talents. Educators develop and use a comprehensive and sequenced core curriculum that is aligned with local, state, and national standards, then differentiate and expand it. In order to meet the unique needs of students with gifts and talents, this curriculum must emphasize advanced, conceptually challenging, in-depth, distinctive, and complex content within cognitive, affective, aesthetic, social, and leadership domains. Educators must possess a repertoire of evidence-based instructional strategies in delivering the curriculum (a) to develop talent, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners, and (b) to give students the tools to contribute to a multicultural, diverse society. The curriculum, instructional strategies, and materials and resources must engage a variety of learners using culturally responsive practices.

Standard 3: Curriculum Planning and Instruction

Description: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

Student Outcomes

Evidence-Based Practices

3.1. *Curriculum Planning.* Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.

3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans.

3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.

3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners.

3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.

3.1.5. Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring.

3.1.6. Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate.

3.1.7. Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional.

3.2. *Talent Development.* Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.

3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.

3.2.2. Educators use metacognitive models to meet the needs of students with gifts and talents.

3.3. *Talent Development*. Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.

3.3.1. Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity.

3.3.2. Educators use school and community resources that support differentiation.

3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.

3.4. *Instructional Strategies*. Students with gifts and talents become independent investigators.

3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents.

3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents.

3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents.

3.4.4. Educators use inquiry models to meet the needs of students with gifts and talents.

3.5. *Culturally Relevant Curriculum*. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.

3.5.1. Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents.

3.5.2. Educators integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g. biography study or speakers.

3.5.3. Educators use curriculum for deep explorations of cultures, languages, and social issues related to diversity.

3.6. *Resources*. Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.

3.6.1. Teachers and administrators demonstrate familiarity with sources for high quality resources and materials that are appropriate for learners with gifts and talents.

Gifted Education Programming Standard 4: Learning Environments

Introduction

Effective educators of students with gifts and talents create safe learning environments that foster emotional well-being, positive social interaction, leadership for social change, and cultural understanding for success in a diverse society. Knowledge of the impact of giftedness and diversity on social-emotional development enables educators of students with gifts and talents to design environments that encourage independence, motivation, and self-efficacy of individuals from all backgrounds. They understand the role of language and communication in talent development and the ways in which culture affects communication and behavior. They use relevant strategies and technologies to enhance oral, written, and artistic communication of learners whose needs vary based on exceptionality, language proficiency, and cultural and linguistic differences. They recognize the value of multilingualism in today's global community.

Standard 4: Learning Environments

Description: Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

Student Outcomes

Evidence-Based Practices

4.1. *Personal Competence.* Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.

4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.

4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models.

4.1.3. Educators create environments that support trust among diverse learners.

4.1.4. Educators provide feedback that focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities.

4.1.5. Educators provide examples of positive coping skills and opportunities to apply them.

4.2. *Social Competence.* Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.

4.2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction.

4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.

4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.

4.3. *Leadership.* Students with gifts and talents demonstrate personal and social

responsibility and leadership skills.

4.3.1 Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility.

4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.

4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.

4.4. *Cultural Competence*. Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups.¹ They use positive strategies to address social issues, including discrimination and stereotyping.

4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages.

4.4.2. Educators censure discriminatory language and behavior and model appropriate strategies.

4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.

4.5. *Communication Competence*. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication

4.5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s).

4.5.2. Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students' cultural context.

4.5.3. Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

** geographical area.

Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, and sexual orientation.

Gifted Education Programming Standard 5: Programming Introduction

The term programming refers to a continuum of services that address students with gifts and talents' needs in all settings. Educators develop policies and procedures to guide and sustain all components of comprehensive and aligned programming and services for PreK-12 students with gifts and talents. Educators use a variety of programming options such as acceleration and enrichment in varied grouping arrangements (cluster grouping, resource rooms, special classes, special schools) and within individualized learning options (independent study, mentorships, online courses, internships) to enhance students' performance in cognitive and affective areas and to assist them in identifying future career goals. They augment and integrate current technologies within these learning opportunities to increase access to high level programming such as distance learning courses and to increase connections to resources outside of the school walls. In implementing services, educators in gifted, general, special education programs, and related professional services collaborate with one another and parents/guardians and community members to ensure that students' diverse learning needs are met. Administrators demonstrate their support of these programming options by allocating sufficient resources so that all students within gifts and talents receive appropriate educational services.

Standard 5: Programming

Description: Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

Student Outcomes

Evidence-Based Practices

5.1. *Variety of Programming.* Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.

5.1.1. Educators regularly use multiple alternative approaches to accelerate learning.

5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.

5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.

5.1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study.

5.1.5. Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming.

5.1.6. Administrators demonstrate support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that learners with gifts and talents receive appropriate educational services.

5.2. *Coordinated Services.* Students with gifts and talents demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general

education, special education, and related professional services, such as school counselors, school psychologists, and social workers.

5.2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.

5.3. *Collaboration*. Students with gifts and talents' learning is enhanced by regular collaboration among families, community, and the school.

5.3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating.

5.4. *Resources*. Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.

5.4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services.

5.5. *Comprehensiveness*. Students with gifts and talents develop their potential through comprehensive, aligned programming and services.

5.5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK-12.

5.6. *Policies and Procedures*. Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).

5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education.

5.7. *Career Pathways*. Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.

5.7.1. Educators provide professional guidance and counseling for individual student strengths, interests, and values.

5.7.2. Educators facilitate mentorships, internships, and vocational programming experiences that match student interests and aptitudes.

Gifted Education Programming Standard 6: Professional Development Introduction

Professional development is essential for all educators involved in the development and implementation of gifted programs and services. Professional development is the intentional development of professional expertise as outlined by the NAGC-CEC teacher preparation standards and is an ongoing part of gifted educators' professional and ethical practice. Professional development may take many forms ranging from district-sponsored workshops and courses, university courses, professional conferences, independent studies, and presentations by external consultants and should be based on systematic needs assessments and professional reflection. Students participating in gifted education programs and services are taught by teachers with developed expertise in gifted education. Gifted education program services are developed and supported by administrators, coordinators, curriculum specialists, general education, special education, and gifted education teachers who have developed expertise in gifted education. Since students with gifts and talents spend much of their time within general education classrooms, general education teachers need to receive professional development in gifted education that enables them to recognize the characteristics of giftedness in diverse populations, understand the school or district referral and identification process, and possess an array of high quality, research-based differentiation strategies that challenge students. Services for students with gifts and talents are enhanced by guidance and counseling professionals with expertise in gifted education.

Standard 6: Professional Development

Description: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

Student Outcomes

Evidence-Based Practices

6.1. *Talent Development.* Students develop their talents and gifts as a result of interacting with educators who meet the national teacher preparation standards in gifted education.

6.1.1. Educators systematically participate in ongoing, research-supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and programming.

6.1.2. The school district provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.

6.1.3. Educators participate in ongoing professional development addressing key issues such as anti-intellectualism and trends in gifted education such as equity and access.

6.1.4. Administrators provide human and material resources needed for professional development in gifted education (e.g. release time, funding for continuing education, substitute support, webinars, or mentors).

6.1.5. Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents.

6.2. *Socio-emotional Development*. Students with gifts and talents develop socially and emotionally as a result of educators who have participated in professional development aligned with national standards in gifted education and National Staff Development Standards.

6.2.1. Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents.

6.3. *Lifelong Learners*. Students develop their gifts and talents as a result of educators who are life-long learners, participating in ongoing professional development and continuing education opportunities.

6.3.1. Educators assess their instructional practices and continue their education in school district staff development, professional organizations, and higher education settings based on these assessments.

6.3.2. Educators participate in professional development that is sustained over time, that includes regular follow-up, and that seeks evidence of impact on teacher practice and on student learning.

6.3.3. Educators use multiple modes of professional development delivery including online courses, online and electronic communities, face-to-face workshops, professional learning communities, and book talks.

6.3.4. Educators identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans.

6.4. *Ethics*. Students develop their gifts and talents as a result of educators who are ethical in their practices.

6.4.1. Educators respond to cultural and personal frames of reference when teaching students with gifts and talents.

6.4.2. Educators comply with rules, policies, and standards of ethical practice.

Alternative Compensation 2010-2011

June 27, 2011

**A Model of Excellence Among
Learning Communities**

Vision

Wayzata's primary goal is to increase student learning by providing each teacher with the support and tools to maximize his or her effectiveness as a teacher and encourage professional growth throughout the teacher's career.

Program Components

- ★ **Peer Coaches - Coaching and Evaluating Teachers**
- ★ **Identified Site Goal and Focused Action Plan**
- ★ **Academy for Wayzata Educators (AWE) - Professional Development**

Student Achievement



Successful Coaching

- ★ “She made me think about ways I could change my instruction to improve student learning.”
- ★ “Peer coaching allows me to process my development and reflection around assessment and culturally relevant instructional strategies.”
- ★ “This coaching process challenged me to think outside the box and be a reflective thinker.”

Site Goals 2010 -11

Birchview - Reading

Gleason Lake - Reading

Greenwood - Math

Kimberly Lane - Reading

Oakwood - Reading

Plymouth Creek - Reading

Sunset Hill - Reading

Central Middle - Reading

East Middle - Reading

West Middle - Math

Wayzata High - Reading

ECSE - Picture Naming

Academy Evaluation Results

- ★ **99.4 percent of study group and course participants, agreed or strongly agreed to “I have learned concepts that will increase my effectiveness as a teacher”**
- ★ **98.5 percent of study group and course participants agreed or strongly agreed to “I have taken information learned and applied it in my work.”**

Successful Professional Development (AWE)

- ★ **“We collected data that will lead us to a stronger partnership between regular education and special education curriculum.”**
- ★ **“We have great discussion focused on learning targets. We shared teaching strategies, resources, common assessments, and reflected on how to incorporate this into future instruction.”**

Academy Feedback

- ★ “I appreciate the time given for us to have deeper level discussions to make change in how our students learn curriculum. This is something we can’t do in an hour of prep, or an hour staff meeting.”
- ★ “I couldn’t have asked for a better introduction to my teaching career.”
- ★ “I am fortunate to work in such a forward thinking district that focuses on continual growth and support for students and staff.”

State Review -

★ Strengths

- ★ Teacher Leader Evaluation
- ★ Teacher Leader Training
- ★ Observer Training
- ★ Rubric



A Model of Excellence Among
Learning Communities

State Review -

★ **Refinement**

- ★ Learning Teams (PLC)
- ★ Measures of Student Achievement



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Learning Communities

Future Considerations

- ★ **Integration of peer coaches into PLC meetings**
- ★ **Student Achievement Goals**
- ★ **OASYS**

Follow-Up to Early Childhood Investment

June 27, 2011

Work Session

**A Model of Excellence Among
Learning Communities**

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Wayzata Public Schools

Background information

- ★ **2 years of MELF**

 - ★ Minnesota Early Learning Foundation

- ★ **ISD 284 2 year commitment/investment**

- ★ **Braided funding**

 - ★ Public, Private and Foundations

CARING for KIDS INITIATIVE

The Caring for Kids Initiative sets kids on a path for success in school by providing access to quality early childhood care, education, and support for low income families.

Making an immediate
Impact on a
Child's Life

INTERFAITH OUTREACH & COMMUNITY PARTNERS

- Affordable Housing
- Food Shelf
- Employment
- Transportation
- Community Connections

Stable
Families

WAYZATA PUBLIC SCHOOLS FAMILY LEARNING CENTER

- Parent Education & Support
- Family Social Worker
- Play and Learn Packets
- Early Childhood Screening
- Special Education Collaboration
- Kindergarten Transition Support

Stronger
Parenting
Skills

KIDS' CARE CONNECTION

- Coordination of Quality Provider Network

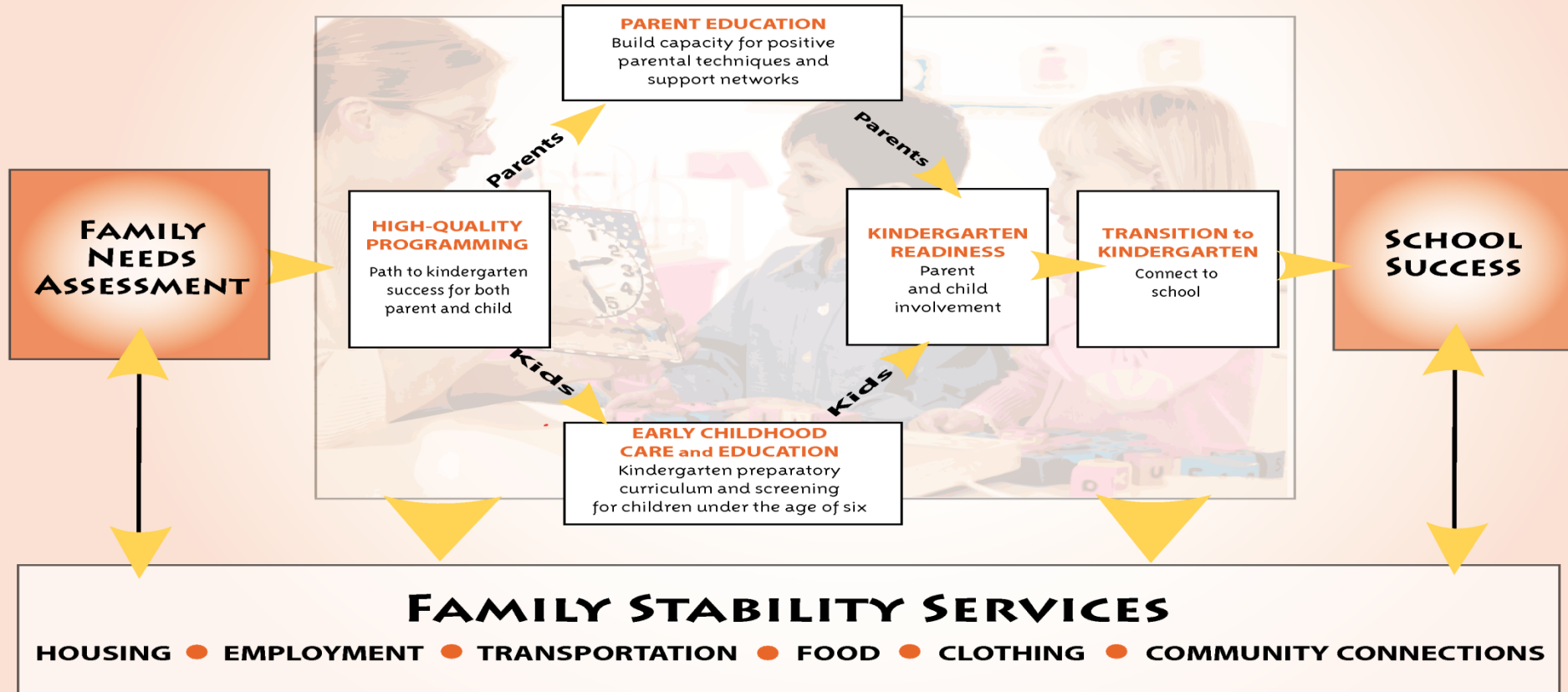
Kinder Care, Little Acorns, New Horizons Academy, Peppermint Fence, and Wayzata Community Church Nursery School

Quality Early Care and Education Programs

A Model of Excellence Among Learning Communities

CARING for KIDS INITIATIVE

The Caring for Kids Initiative sets kids on a path for success in school by providing access to quality early childhood care, education, and support for low income families.



A Model of Excellence Among
Learning Communities

Caring for Kids Initiative (CfKI)

- ★ **Children participating in CfKI are regularly evaluated using standardized assessments to measure age-appropriate development.**
- ★ **Families participating in CfKI are involved in parent education and support programming including: one-to-one consultations, family dinners and events and referrals to community resources as needed.**

Who we assessed

- ★ **4 year olds who had received scholarships for early childhood education from CfKI**
 - ★ Full-time or part-time scholarships to Peppermint Fence or another of the 8 quality providers in our network.
 - ★ Assessed using the Working Sampling Assessment for early childhood
- ★ **Children had received high quality, school readiness of early childhood education**
- ★ **They were entering Wayzata kindergarten in Fall 2010**

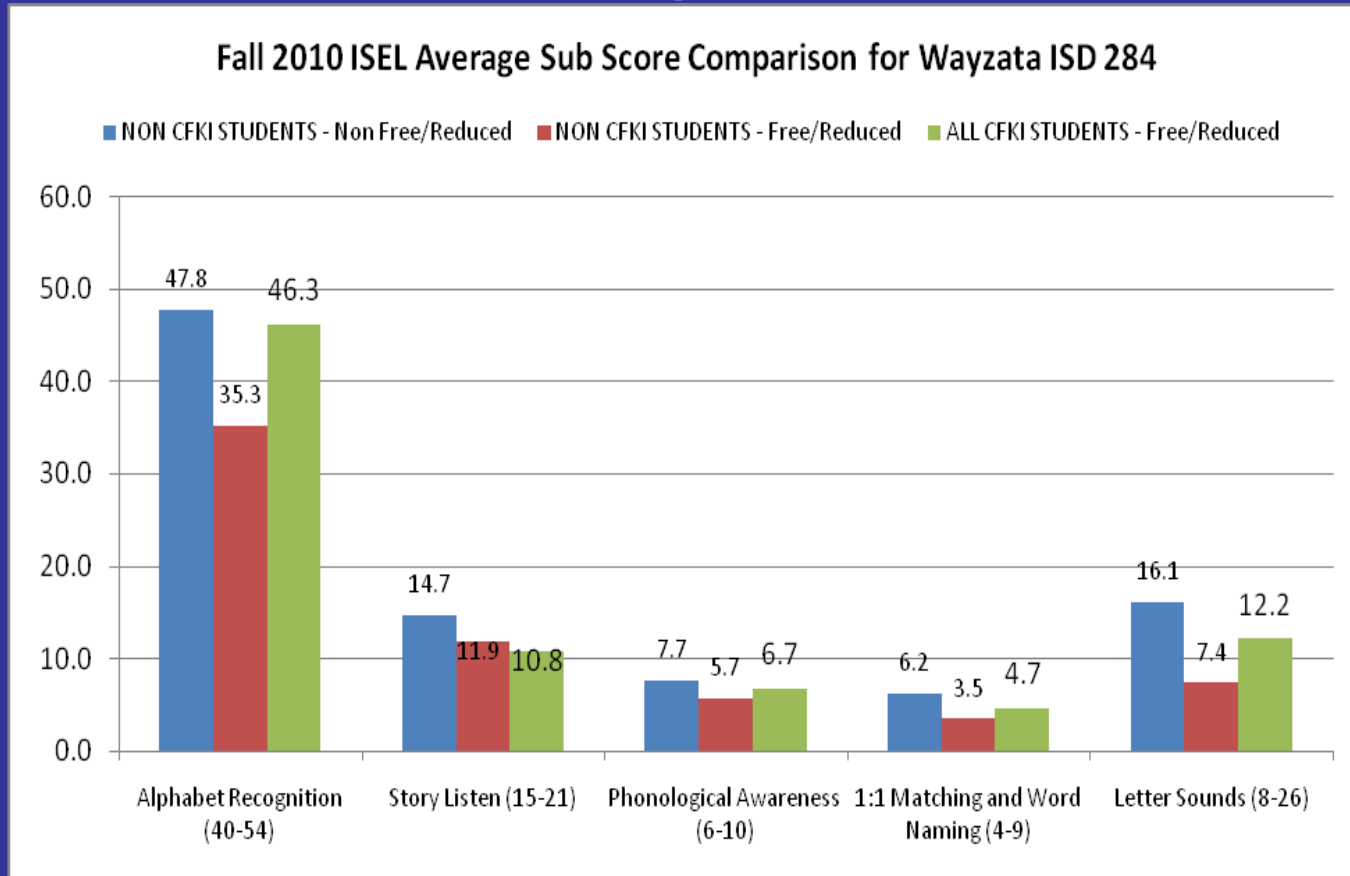
Illinois Snapshot of Early Literacy

- ★ **All Wayzata Kindergartners are assessed with this in October and again in the Spring**
- ★ **The data is from Fall 2010 – children who received scholarships last year (2009-2010).**

CfKI Impact on Kindergarten Readiness and Early Literacy Skills 2010-11

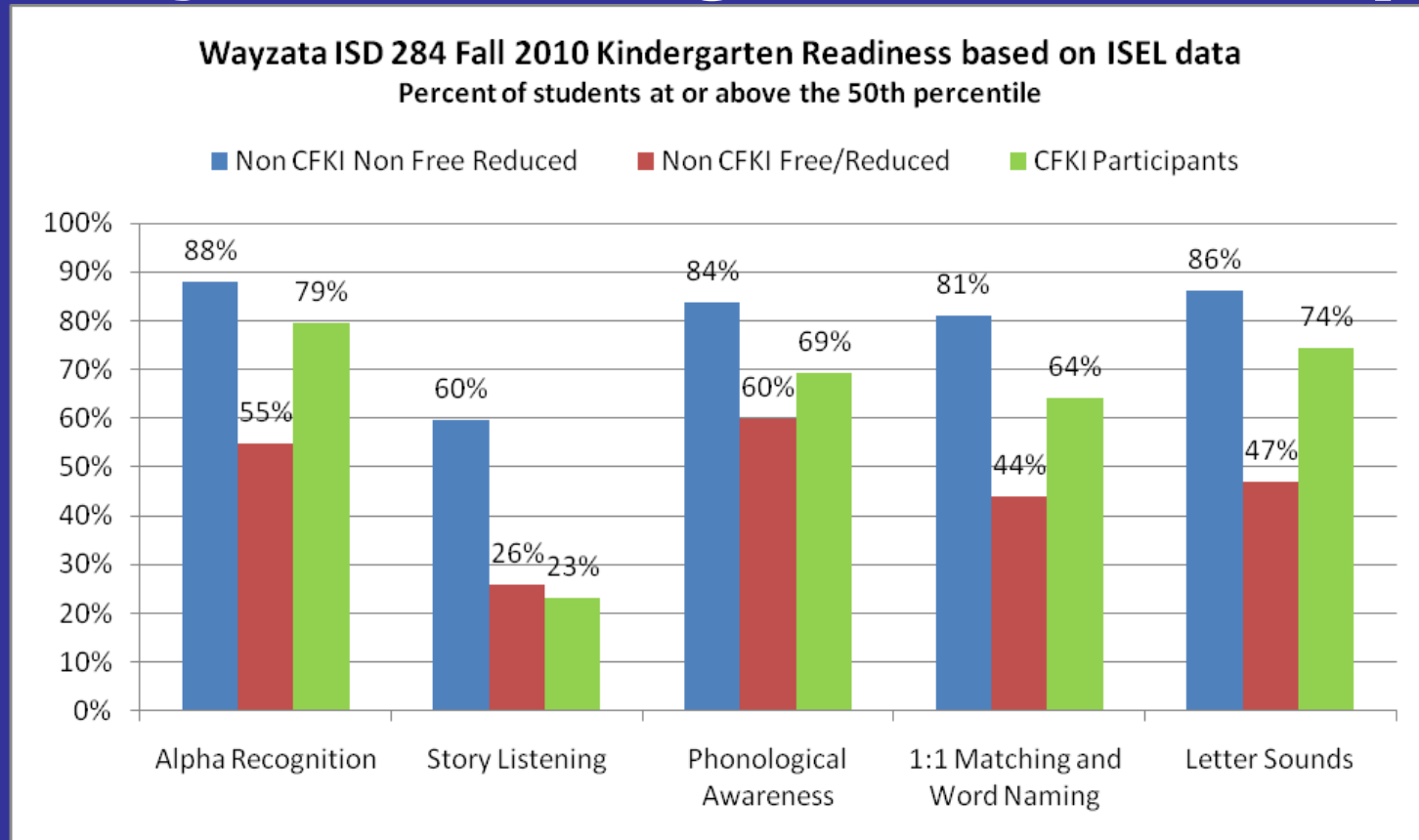
- ★ **The purpose of the evaluation was to determine what, if any, influence the program is having on student achievement and early literacy skills.**
- ★ **A comparison of Kindergarten Fall 2010 ISEL scores was made between participants in the Caring for Kids Initiative and the general population of students from low income families who did not participate in the Caring for Kids Initiative.**

Being Ready Early Learning Scholarships



**A Model of Excellence Among
Learning Communities**

Being Ready Early Learning Scholarships



**A Model of Excellence Among
Learning Communities**

Recommendations

★ The study also suggested the following as next steps:

- ★ Find ways to service all low-income 3 and 4 year olds that reside in the Wayzata School District.
- ★ Further study, done over time, which would Implement procedures to include teacher and parent survey data.
- ★ Further study and evaluate the curriculum and instructional practices related to the skill area evaluated by the ISEL for Story Listening, and modify and revise practices in this area as needed.

Major Findings

- ★ Students from low-income families participating in the CfKI Initiative were at or above the national expected norm for kindergarten readiness of the 50th percentile in 4 of the 5 sub skill areas measured by the ISEL.
- ★ Students from low-income families participating in CfKI scored higher than the low-income students who did not participate in the CfKI Initiative on 4 of the 5 sub skill areas tested by the ISEL.

Additional Opportunities

- ★ **Connections with QPNs**

- ★ **Leveraging of funding**

 - ★ Granters have indicated the commitment of Wayzata schools as a determining factor for funding.

- ★ **Parent Surveys**

- ★ **StoryTime Matters**

Thank you!
**Together we are making a
difference.**

June 27, 2011
Work Session



Caring for Kids Initiative Has a Significant Positive Impact on Kindergarten Readiness

Measurable Impact

“There is a significant positive impact on early literacy skills for students from low-income families participating in the Caring for Kids initiative (CfKI) when compared to the early literacy skills for students from low-income families who do not participate in any of the CfKI programs as measured by kindergarten assessments”, wrote Dr. Brenda M. Arrington, Director of Research and Evaluation for the Wayzata Public Schools.

The Study

Dr. Arrington led a study designed to determine what, if any, impact CfKI is having on student achievement and early literacy skills. A comparison of scores on the Kindergarten Fall 2010 Illinois Snapshot of Early Literacy Skills (ISEL) scores was made between participants in the Caring for Kids Initiative and the general population including students from low-income families who did not participate in the CfKI. The full study is available from Dr. Arrington upon request.

Major Findings

The major findings of this study included:

- Students from low-income families participating in the CfKI Initiative were at or above the national expected norm for kindergarten readiness of the 50th percentile in 4 of the 5 sub skill areas measured by the ISEL.
- Students from low-income families participating in CfKI scored higher than the low-income students who did not participate in the CfKI Initiative on 4 of the 5 sub skill areas tested by the ISEL.

What’s Next?

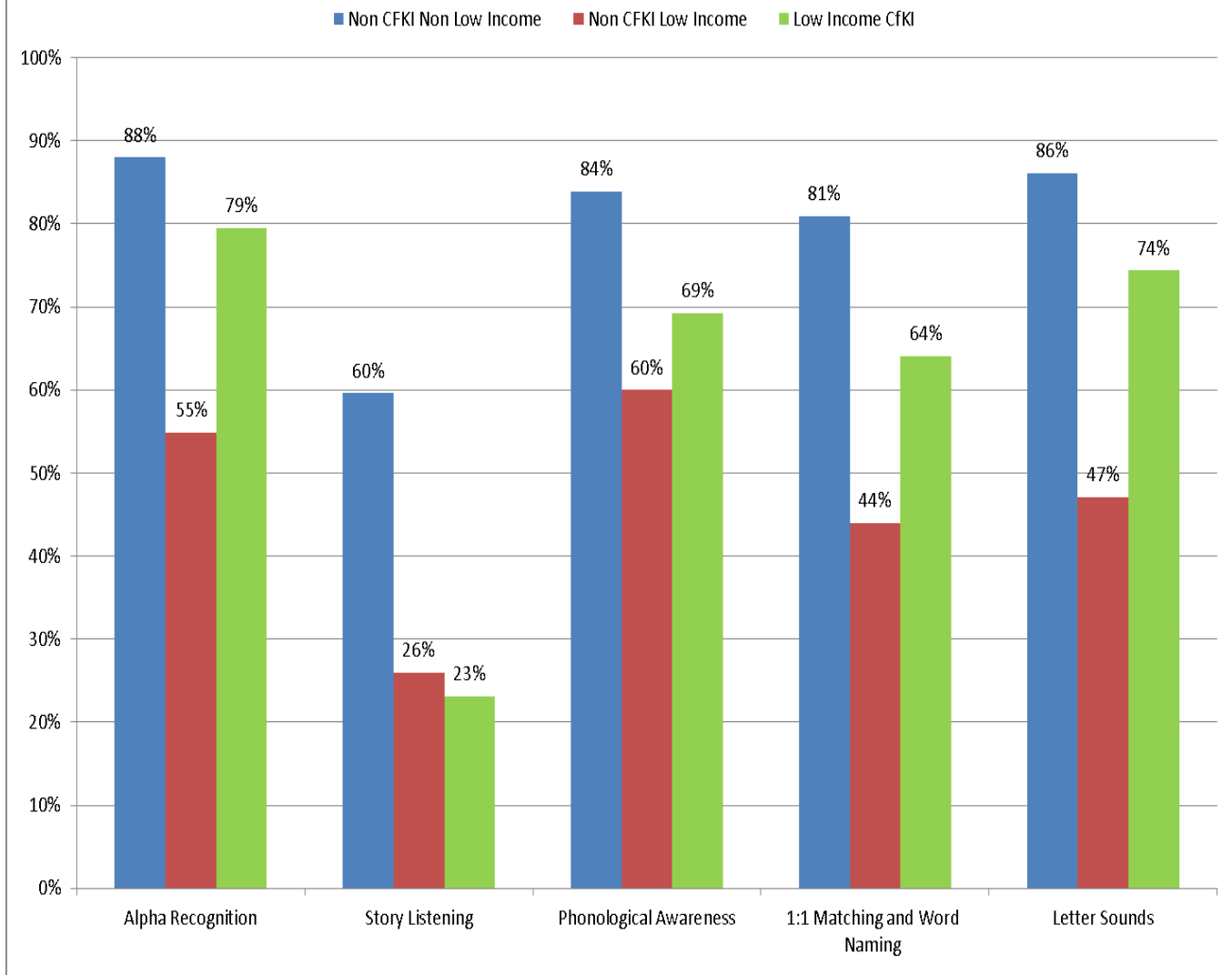
The study suggested the following as next steps:

- Find ways to service all low-income 3 and 4 year olds residing in the Wayzata School District.
- Implement procedures to obtain teacher and parent survey data.
- Further study and evaluate the curriculum and instructional practices related to the skill area evaluated by the ISEL for Story Listening; modify and revise practices in this area as needed.

About Caring for Kids Initiative (CfKI)

CfKI, a public/private collaborative scholarship program for children from low-income families, ensures access to quality early education opportunities for children prior to entry into kindergarten. The Initiative serves families in the Wayzata School District community and includes parent education and family support focused on family stability. The goal is that all kids enter Wayzata Public Schools ready to succeed in kindergarten.

Wayzata ISD 284 Fall 2010 Kindergarten Readiness Based on ISEL Data Percent of Students at or Above the 50th Percentile



“The Caring for Kids Initiative is closing the achievement gap for students from low income families and reducing the predictability of kindergarten readiness based on socioeconomic status.”

Dr. Brenda M. Arrington, Director of Research and Evaluation for the Wayzata Public Schools



Executive Summary CfKI Impact on Kindergarten Readiness and Early Literacy Skills 2010-11

Caring for Kids Initiative (CfKI), a public/private collaborative scholarship program for low-income families, ensures access to quality early education opportunities for children prior to entry in kindergarten. Included in the CfKI scholarship model are parent education and family supports focused on family stability.

Our goal is that all kids enter Wayzata Schools ready to succeed in kindergarten by:

- Increasing access for children from low-income families to high quality early childhood education programs
- Engaging parents in their preschool children's development and early literacy
- Stabilizing and strengthening families and increase their community connectedness
- Measuring and reporting kindergarten readiness

An evaluation of the Kindergarten Fall 2010 Illinois Snapshot of Early Literacy Skills (ISEL) data was evaluated for Wayzata Public School's Caring for Kids Initiative. The purpose of the evaluation was to determine what, if any, influence the program is having on student achievement and early literacy skills. This report is a revised report from the original February report. The key difference between the two reports is the reorganization of the data. The February report was organized by the funding source of each scholarship received and this report is an aggregate report, showing the results of all students combined that were serviced by the Caring for Kids Initiative. The other change between the two reports is the exclusion of the analysis of the ISEL subcategories of Spelling, Word Recognition, and Passage Reading. These three categories are now excluded due to the number of students given this portion of the ISEL assessment.

A comparison of Kindergarten Fall 2010 ISEL scores was made between participants in the Caring for Kids Initiative and the general population of students from low income families who did not participate in the Caring for Kids Initiative. Due to the small population size of each group (see Table 1 for population size), t-test were used to determine if the difference between the mean scores for each group were statistically significant and did not occur by chance alone (see table 2 for the t-test results). All data points compared and displayed in this report were statistically significant.

The major findings of this brief study are that there is a significant positive impact on early literacy skills for low-income students participating in the CfKI initiative, when compared to the early literacy skills for students from low-income families who do not participate in any of the CfKI programs, as measured by kindergarten assessments (the ISEL) (See Chart 1 for average composite scores for each group of participants). The average score of students from low-income families participating in the CfKI initiative were at or above the national expected norm for kindergarten readiness of 50th percentile in 4 of the 5 sub-skill areas measured by the ISEL (See Chart 1). In chart 2, there are numbers in parentheses under each label; the first number is the 50th percentile cut score, the second number is the maximum score possible. The most remarkable and noteworthy finding is illustrated in chart 2. Chart 2 shows the percentage of students that were considered Kindergarten Ready in literacy skills based on the ISEL. Chart 2 clearly illustrates how the Caring for Kids Initiative is closing the achievement gap for students from low income families and reducing the predictability of kindergarten readiness based on socioeconomic status. One of three foundational skills that students need in order to become literate is the visual memorization of the alphabet that is also linked to the auditory memorization of the phonetic sounds. Seventy-nine percent of our CfKI students were kindergarten ready in Alphabet Recognition, compared to 55% of the general population of students from low-income families. In the subcategory of Phonological Awareness, 69% of the CfKI students were at or above the readiness target of the 50th percentile, compared to 60% of the general population of students from low-income families. In the subcategory of Letter Sounds, 74% of CFKI students were at the readiness target, compared to 47% of the general population of low-income students. Another critical skill needed for early literacy is the development of a child's concept of words. Concept of words is an educational term that refers to a child's ability to map spoken words to printed words. In the ISEL assessment this subcategory is referred to as 1:1 Matching and Word Naming. In the category of 1:1 Matching and Word Naming, 64% of our CFKI students were at the readiness target, compared to 44% of our general population of low-income students.

It is recommended that this study be conducted over time. Although the findings were statistically significant, there is still the possibility that the same results would not occur every year on a consistent basis. Recommendations for the district would be to find ways to service all 3 and 4 year olds from low income families that reside in the district. Recommendations for the program would be to further study and evaluate the curriculum and instructional practices related to the skill area evaluated by the ISEL for Story Listening. This is the only skill area that did not have an average score above the expected 50th percentile.

A handwritten signature in black ink, reading "Brenda M. Arrington". Below the signature is a horizontal line, and the word "Signature" is printed in small text underneath the line.

Table 1

Count of Student Population		
		Total
NON CFKI STUDENTS	Non Low Income	616
	Low Income	51
ALL CFKI STUDENTS	Low Income	39
All Students		706

Chart 1

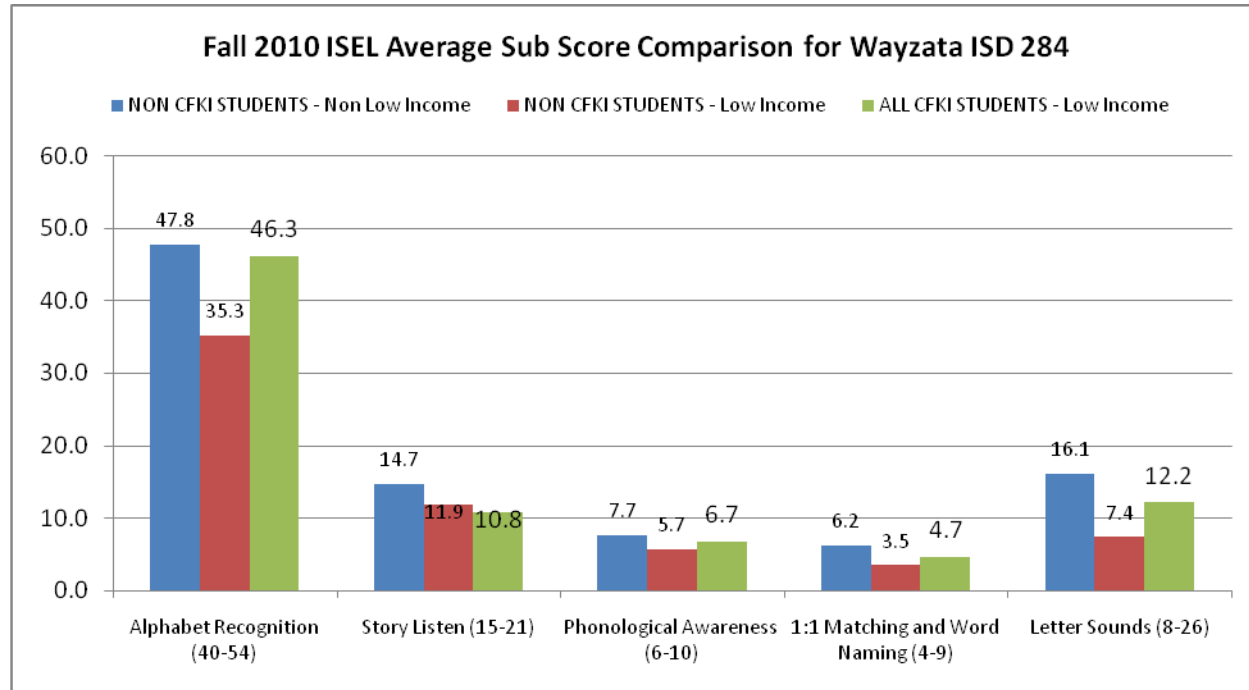


Chart 2

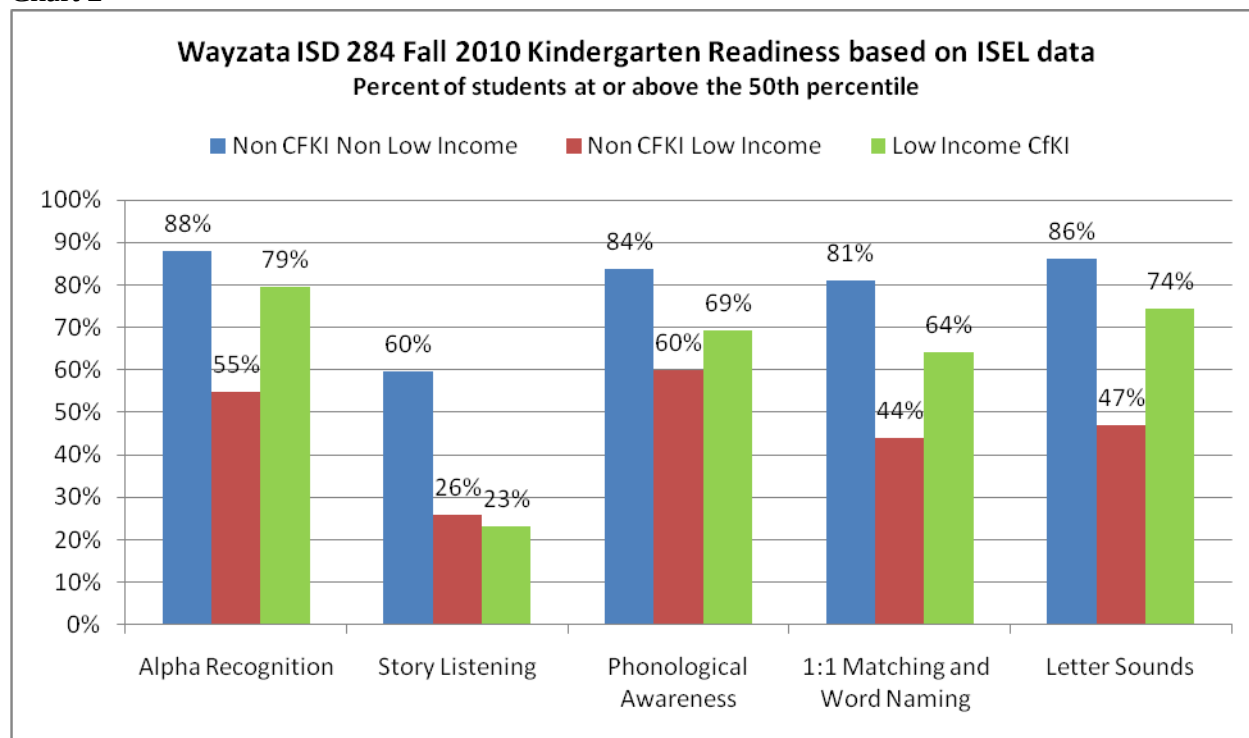
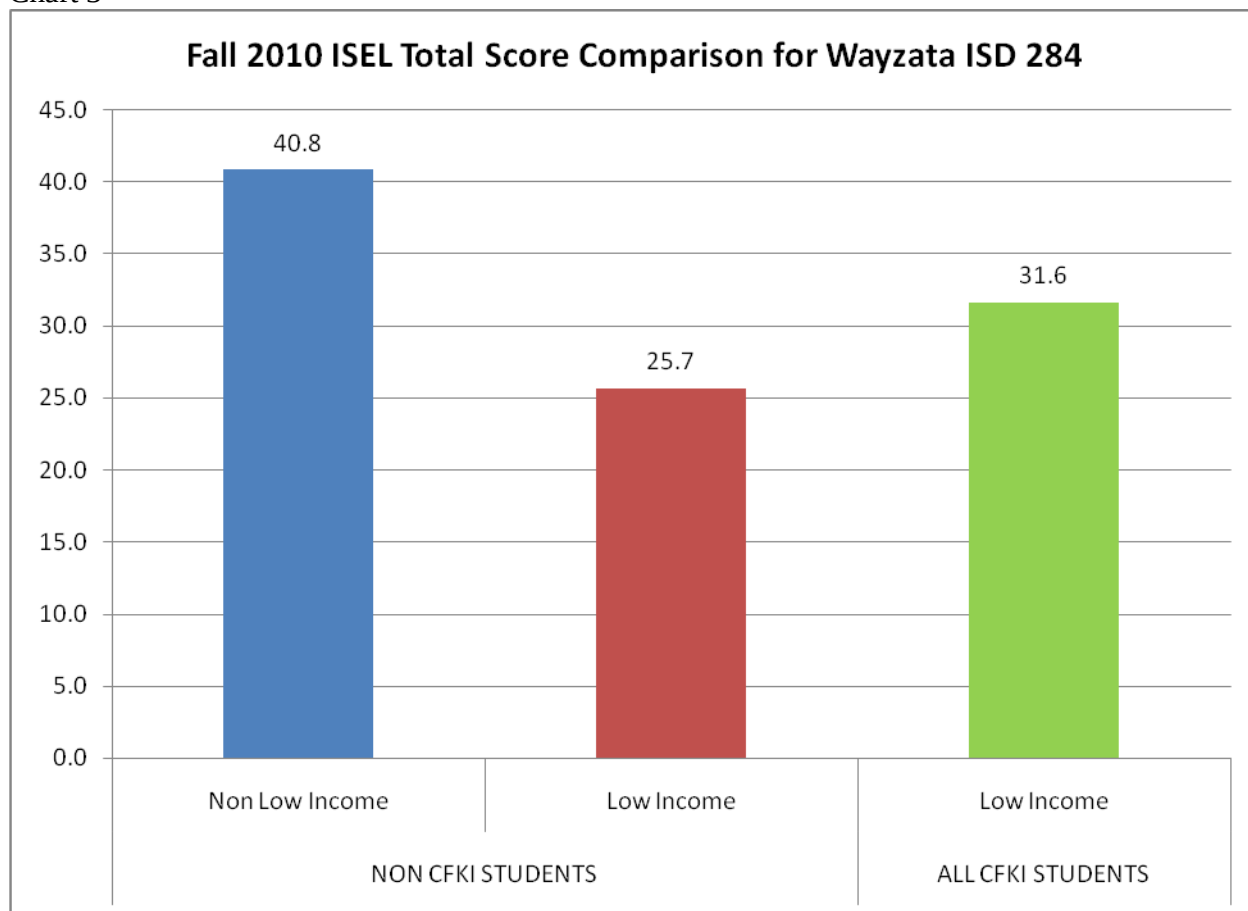


Chart 3



Note: Income eligibility guidelines are the household size and income levels prescribed annually by the Secretary of Agriculture for determining eligibility for free and reduced price meals and for free milk. The free guidelines are at or below 130 percent of the Federal poverty guidelines and the reduced price guidelines are between 130 and at or below 185 percent of the Federal poverty guidelines. (Source: USDA *Eligibility Manual for School Meals*)

Table 2

t-Test Results

EDFRL CFKI_Participation			Test Value = 0					
			t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
							Lower	Upper
N	No	alphRecog_fall	118.582	615	.000	47.75974	46.9688	48.5507
		storyListen_fall	84.999	613	.000	14.69870	14.3591	15.0383
		phonAware_fall	70.021	612	.000	7.66721	7.4522	7.8822
		oneToOne_fall	57.685	613	.000	6.19055	5.9798	6.4013
		ltrSounds_fall	56.120	612	.000	16.07178	15.5094	16.6342
		devSpell_fall	28.781	207	.000	13.18750	12.2842	14.0908
		wordRecog_fall	17.740	263	.000	7.92803	7.0481	8.8080
		psgRead_fall	13.925	242	.000	3.51852	3.0208	4.0163
		Composite	69.056	615	.000	40.80864	39.6481	41.9692
Y	No	alphRecog_fall	13.966	50	.000	35.25490	30.1846	40.3252
		storyListen_fall	20.614	49	.000	11.90000	10.7399	13.0601
		phonAware_fall	13.707	49	.000	5.74000	4.8985	6.5815
		oneToOne_fall	10.415	49	.000	3.46000	2.7924	4.1276
		ltrSounds_fall	7.515	50	.000	7.37255	5.4022	9.3429
		devSpell_fall	2.952	9	.016	4.70000	1.0987	8.3013
		wordRecog_fall	2.293	13	.039	4.57143	.2643	8.8786
		psgRead_fall	1.628	11	.132	2.16667	-.7617	5.0951
		Composite	14.255	50	.000	25.65292	22.0382	29.2676
	Yes	alphRecog_fall	35.733	38	.000	46.25641	43.6358	48.8770
		storyListen_fall	13.174	38	.000	10.82051	9.1578	12.4832
		phonAware_fall	13.844	38	.000	6.69231	5.7137	7.6709
		oneToOne_fall	11.393	38	.000	4.66667	3.8374	5.4959
		ltrSounds_fall	11.291	38	.000	12.15385	9.9748	14.3329
		devSpell_fall	31.000	1	.021	15.50000	9.1469	21.8531
		wordRecog_fall	3.801	9	.004	5.80000	2.3478	9.2522
		psgRead_fall	1.802	3	.169	4.25000	-3.2558	11.7558
		Composite	17.262	38	.000	31.60431	27.8980	35.3106

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – June 27, 2011

Agenda Item 7-A-1 – Gift Acknowledgement/Practice

BACKGROUND INFORMATION

465.03 GIFTS TO MUNICIPALITIES.

Minnesota Statute 465.03, Gifts to Municipalities, states the following:

Any city, county, school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full.

According to MSBA, school districts must approve gifts by a resolution. All gifts may be approved by a single resolution. In the future, gifts to the Wayzata Public Schools should be approved by resolution.

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – June 27, 2011

Agenda Item 7-A-2 – Motions/Resolutions/Roll Call Votes

SUPPORTING INFORMATION

It has always been the practice of Wayzata Public Schools to have a roll call vote any time there is a resolution. This may not be necessary. MSBA indicates that only resolutions that call for spending money require a roll call vote. You may also use a roll call vote anytime there is a motion and you want the vote of each member documented.

According to Robert's Rules of Order, a *resolution* is a formal way of presenting a motion. A resolution is a main motion, needs a second, and is handled like any other main motion except that it is always presented in writing. The name of the organization is mentioned in the resolution, and the word "resolved" is always italicized.

There have been many times when the Board has taken a roll call vote on a resolution when it seemed unnecessary, and there are times when the Board did not take a roll call vote when it probably should have...i.e., any financial transaction or approval of budgets. This does not mean a resolution was necessary, just that according to MSBA's recommendations, there should have been a roll call vote. A process on when and how Wayzata uses resolutions and roll call votes should be decided on so we can be consistent in the future.

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - July 11, 2011 - 7:00 PM
Wayzata City Hall, 600 Rice Street, Wayzata

AGENDA

1. CALL TO ORDER/ROLL CALL

2. APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS

Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:

A. Approval of Minutes

1. Regular Meeting - June 13, 2011

B. District/Professional Memberships for 2011-2012

C. Alternative Compensation Final Report

D. Finance and Business Recommendations

E. Designation of Official Cash Depositories

F. Designation of Official Investment Brokers

G. Designation of Authorized Personnel

H. Human Resource Recommendations

3. STUDENT CURRICULUM PRESENTATION

4. RECOGNITIONS

A. July Employee of the Month -

B. WHS Girls' State Golf Championship

C. WHS Boys' State Golf Championship

5. REPORTS FROM ORGANIZATIONS

This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.

6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS

A. Superintendent

B. Teaching and Learning

C. Finance and Business Services

1. Monthly Financial Reports

D. Human Resource Services

7. OTHER BOARD ACTION

A. Official Designations for 2010-2011 School Year

1. Bulletin Board

2. Radio Station for Emergency Announcements

3. Newspaper

B. Waive Statutory Requirement For Weekly Pledge Of Allegiance

C. Resolution Establishing Dates For Filing Affidavits Of Candidacy For School Board Election

D. Approval of the 2011-2012 Agreement for Use of the Wayzata City Hall Community Room and Studio

8. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD

This section of the agenda provides an opportunity for those who have called and placed their names on the list and for members of the audience to address the School Board.

9. BOARD REPORTS

10. ADJOURN

WAYZATA PUBLIC SCHOOLS

Independent School District 284

Wayzata, Minnesota

BOARD OF EDUCATION

Work Session – June 27, 2011

AGENDA SECTION: 8. ADJOURN

ITEM: _____

COMMENTS BY: Board Chair Gleason

If there is no additional business before the School Board, the Chair will adjourn the meeting.