



GUIDELINES FOR THE FULL-SITE EVALUATION OF ACADEMIC YEAR GOVERNOR'S SCHOOLS

**STANDARDS, RUBRICS, AND CRITERIA
FOR THE FULL-SITE EVALUATION OF
ACADEMIC YEAR GOVERNOR'S SCHOOLS (AYGS)**

Approved February 5, 2024

VIRGINIA DEPARTMENT OF EDUCATION

Guidelines for the Full-Site Evaluation of Academic Year Governor's Schools (AYGS)

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Timeline

Date	Materials	Responsible Party
February	<ul style="list-style-type: none"> • Hire Evaluation Coordinator • Distribute Evaluation Packet • Provide <i>Stakeholder Survey</i> to AYGS Directors • Provide <i>VDOE Data Template</i> to AYGS Directors 	VDOE
February	<ul style="list-style-type: none"> • Submit VDOE Grant Award Estimate form detailing projected cost of Full-Site Evaluation to VDOE • Send link for <i>Stakeholder Survey</i> to stakeholders 	AYGS Directors
February - March	<ul style="list-style-type: none"> • Compile <i>Stakeholder Survey</i> data and send to Evaluation Coordinator • Finalize Grant Award Notifications (GAN) 	VDOE
	<ul style="list-style-type: none"> • Complete <i>VDOE Data Template</i> and send to Evaluation Coordinator 	AYGS Directors
February– March	<ul style="list-style-type: none"> • Conduct AYGS Full-Site Evaluations 	Evaluation Coordinator AYGS Directors
May	<ul style="list-style-type: none"> • Finalize AYGS Full-Site Evaluation Reports and send to VDOE 	Evaluation Coordinator
Summer	<ul style="list-style-type: none"> • Review AYGS Evaluation Reports and send to AYGS Director and Regional Governing Board Chairperson. • Update Full-Site Evaluation of AYGS Guidelines to provide successive school year timelines and due dates. 	VDOE

Overview

The Virginia Board of Education procedures require the Virginia Department of Education (VDOE) to conduct a Full-Site Evaluation of the Academic-Year Governor's Schools (AYGS) at least every six years. VDOE also conducts an interim, mid-point review (Mid-Cycle Evaluation). The evaluation process has been developed by VDOE in collaboration with AYGS Directors and subject matter experts, and informed by the National Association for Gifted Children (NAGC) [Programming Standards](#).

AYGS Standards

The Full-Site Evaluation is conducted by VDOE to assess and report on how the AYGS Standards are met according to established criteria. The Full-Site Evaluation is conducted to review how an AYGS uses best practices (Best Practices) for AYGS Programs in accordance with the detailed Standards, which are rated based on the criteria (Criteria) as listed in the rubric (Rubric), as provided in Appendix A, and provides Commendations and Recommendations in the final report. The overarching AYGS Standards which are subject to evaluation are as follows:

1. AYGS Standard 1: Learning and Development
2. AYGS Standard 2: Assessment
3. AYGS Standard 3: Curriculum Planning and Instruction
4. AYGS Standard 4: Learning Environments
5. AYGS Standard 5: Programming
6. AYGS Standard 6: Professional Development

Full-Site Evaluation Team, Planning and Schedule

When an AYGS is scheduled for a Full-Site Evaluation, VDOE establishes a Full-Site Evaluation Team, with team members selected by VDOE with the Evaluation Coordinator, to plan the training of the team, timeline, and scope of the visit, gathering of data, and schedule for the team's visit.

1. Full-Site Evaluation Team
 - a. The Evaluation Coordinator (EC), as selected by VDOE, and the AYGS Director will work together to nominate an evaluation team consisting of an experienced Team Leader (TL) and at least two team members.
 - b. An experienced Team Leader (TL) is defined as an AYGS Director who has assisted with an AYGS Full-Site Evaluation in the past. The TL may be chosen from the current pool of AYGS Directors or may be a former AYGS Director. The TL will act as the supervisor for the on-site activities.
 - c. A team member is defined as a current licensed secondary school teacher or administrator, faculty member of an Institute of Higher Education, nationally recognized expert in Gifted Education and/or advanced academic programming or retired secondary school teacher or administrator with experience in Academic Year Governor's Schools, Gifted Education and/or Advanced Learners.

Depending on the size and scope of the Governor's School, a team of four to six (1 EC, 1 TL, 2-4 team members) may be appropriate. Final approval of team members will be made by the VDOE. Team members will be shared with the AYGS Director after final approval.

2. Planning

- a. The EC will work with the VDOE and AYGS Director to determine the timeline needed to complete the scope of the evaluation, number of team members needed, and prospective team leader and team members. The appointment of these team members is dependent upon the final approval of the EC and VDOE.
- b. Typical teams will include four to six members, depending on the size and instructional scope of the program. Often, members are selected whose strengths dovetail with areas of concern or specific goals specified by the AYGS Director.
- c. The TL will work with the EC to provide training for new team members to acquaint them with the AYGS Standards and Full-Site Evaluation Rubrics (Rubrics) found in Appendix A, as well as the data, the evaluation process, and their roles.
- d. Team members' travel, lodging, per diem and stipend expenses will be the responsibility of the AYGS and/or the fiscal agent receiving the grant award from the VDOE. The AYGS Director should work with the EC to complete the Full-Site Evaluation Grant Notification and submit to the VDOE by the date specified on the document.

3. Full-Site Evaluation Schedule

The TL, with the EC and the AYGS Director, will establish the schedule and assignments for meetings, observations, and interviews.

- a. During the visit, the TL will conduct interviews and observations as a team member and facilitate the discussions of the team as they work on the Rubrics.
- b. On the final day of the evaluation visit, the TL will present the findings of the team as noted in the Rubrics and data to the AYGS Director and anyone else the Director has invited to be present.

Definitions

Acceleration

A strategy of progressing through education at rates faster or ages younger than the norm. This can occur through whole grade or single subject acceleration.

Curriculum Compacting

An instructional technique that allows teachers to adjust curriculum for students by determining which students already have mastered most or all the learning outcomes and providing replacement instruction or activities that enable a more challenging and productive use of the student's time.

Differentiation

Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.

English Language Learners

Students who are learning English as an additional language.

Flexible Grouping

An instructional strategy where students are grouped together to receive instruction which is appropriate and challenging for K-12 students. True flexible grouping permits students to move in and out of various grouping patterns, depending on the course content. Grouping can be determined by ability, size, and/or interest.

Formative Assessment

An assessment that provides information about students that is useful in making decisions about curriculum, instructional strategies, grouping, and acceleration.

Independent Study

A self-directed learning strategy where the teacher acts as guide or facilitator and the student plays a more active role in designing and managing his or her own learning, often on a topic of special interest to the student.

Pre-assessment

A non-graded assessment tool used to determine pre-existing subject knowledge.

Problem-Based Learning

A curriculum and instruction model that asks students to solve real-world, complex, or open-ended problems by using research, decision-making, creative and critical thinking, and other 21st-century skills.

Summative Assessment

A process of evaluating students' learning outcomes at the end of a unit, course, or program.

Twice Exceptional

A term used to describe a student who is both gifted and disabled.

Section 1: Personnel Duties

The duties of personnel who are members of the Full-Site Evaluation team are as follows:

1. Evaluation Coordinator (EC)

The EC will provide information and maintain records of the process throughout the fiscal year and communicate with VDOE, the AYGS Director, and team members.

- a. Prior to the visit:

- i. Work with the AYGS Director and VDOE to assist VDOE in finalizing the team members, including the TL, the length of and schedule for the visit, and the timeline for the final report.

- ii. Coordinate with AYGS Director to provide all team members with the Rubrics, appropriate data, proposed schedule, hotel information, and directions to the hotel and school prior to the site visit.
 - b. During the visit:
 - i. Serve as official recorder of all notes of the team on the Rubrics.
 - ii. Conduct interviews and observations during the visit.
 - iii. Participate in visitation activities, including observations and interviews.
 - iv. Participate in discussions with the team about the school's compliance with AYGS Standards based on the Rubrics and make suggestions for recommendations and commendations.
 - c. Following the visit:
 - i. Draft the Full-Site Evaluation report based on the established Rubrics and information in the *VDOE Data Template*.
 - 1. Include information from the interviews conducted and observations made by the team.
 - 2. Forward the Full-Site Evaluation report to the AYGS Director within 40 days of the visit.
 - 3. Provide the AYGS Director an opportunity to address items in the report.
 - 4. Make corrections or minor changes with the TL, if approved by the VDOE.
 - 5. Prepare, edit, and submit the Full-Site Evaluation report to the VDOE in electronic format within 60 days of the evaluation.
 - ii. Collaborate with VDOE, which will forward the final copy to the AYGS Director and the chairman of the AYGS Regional Governing Board.
2. Team Leader (TL)
- a. Work with the EC and AYGS Director to schedule on-site activities.
 - b. Lead communications with team members to ensure that each member understands the process, timeline, forms, and expectations.
 - c. Oversee the Full-Site Evaluation process, including, but not limited to, answering questions from team members, monitoring schedules, and interfacing with AYGS Director.
 - d. Participate in visitation activities, including observations and interviews, especially with the AYGS Director.
 - e. Facilitate and participate in team discussions on the AYGS' compliance with AYGS Standards based on the Rubrics.
 - f. Make suggestions for recommendations and commendations.
 - g. Present Rubrics and team's evaluation with specific recommendations and commendations to the AYGS Director and, at his or her discretion, to the entire faculty and/or others.

3. Team Members

- a. Provide a brief bio of education and experience, along with contact information, upon their nomination to the EC for approval. Final approval of team members will be determined by VDOE.
- b. Commit to participate for the duration of the Full-Site Evaluation visit, both for the integrity of the process and to receive compensation.
- c. Participate by making insightful observations, based on their experiences and training, about the nature of the teaching and learning that occurs at the AYGS, and by suggesting commendations and recommendations using the Rubrics provided.
- d. Read and process AYGS program information, observe in a variety of classrooms and other instructional settings, and interview a variety of stakeholders.
- e. Determine the Governor's School's compliance with AYGS Standards based on the Rubrics.
- f. Participate in discussions with team members and make suggestions for recommendations and commendations.
- g. Fulfill all contractual obligations of the Full-Site Evaluation process to receive compensation.

4. AYGS Director

The AYGS Director will assume an active role in the Full-Site Evaluation planning process.

- a. Draft a schedule for the Full-Site Evaluation visit with input from the EC and TL.
- b. Develop estimated costs for the Full-Site Evaluation of the school, including personnel costs, hotel, per diem, and travel.
- c. Plan for hotel, meals, meeting/interview space, and equipment for the team.
- d. Submit estimated costs for Full-Site Evaluation, including personnel costs, hotel, per diem, and travel to the VDOE.
- e. Send the proposed schedule, lodging information and directions to hotel and school to the VDOE, EC and TL four weeks prior to the Full-Site Evaluation; the EC will forward these to all team members along with the Rubrics and data for review.
- f. Schedule an opportunity for the Full-Site Evaluation team to interview stakeholders in the program, including students, faculty, parents, members of advisory groups, Superintendents and/or Regional Governing Board members.
- g. Prepare documentation for the team per the Full-Site Evaluation Information and Data Requirements Section outlined below.
 - i. Provide documentation electronically to team members approximately two weeks prior to the visitation.
 - ii. Determine with the EC and TL in advance other methods of documentation sharing, as needed.
- h. Send out VDOE-provided *Stakeholder Survey* information in accordance with timeline.
- i. Collect district data in accordance with timeline.
- j. Review the draft of the Full-Site Evaluation report provided by the EC and address items, if any, in writing to the EC in accordance with the timeline.

Section 2: Conducting the Full-Site Evaluation

The team will conduct the Full-Site Evaluation as follows:

1. Prior to the Visit

- a. The AYGS Director should consider a lottery for participation in the stakeholder interviews with the evaluation team to ensure a cross-section of stakeholders with diverse viewpoints, positions, and backgrounds will be provided the opportunity to meet and share input with the team members.
- b. The AYGS Director shall publicly communicate the opportunity to participate in the evaluation with their larger school community.
- c. The AYGS Director will document the mechanism used to secure each stakeholder group for the EC.

2. Orientation

At the outset of the Full-Site Evaluation, it is a best practice for the team members to schedule a short meeting with the AYGS Director and other administrators as needed (e.g., a working meal). An orientation meeting and/or meal provides the opportunity for the AYGS Director, staff, and team members to become acquainted, prepare for a successful evaluation, and review the schedule. This also provides the opportunity to address any special concerns for the team's consideration.

3. Space Considerations

The Full-Site Evaluation team should have a separate room to use during scheduled days. The AYGS Director should ensure:

- a. Access to a centrally located room within the school that is easily accessible to bathrooms, administrative suite, and classrooms.
- b. Availability of a presentation system connected to a PC/laptop and a printer in the room.
- c. User privileges for the team on the school's network, with access to the internet and print servers.

4. Team Member Considerations

The AYGS Director and EC will collaborate to ensure:

- a. Provision of official school name tags/badges to the team members during scheduled visit days.
- b. Availability of coffee, hot tea, and water throughout the day, which is appreciated.
- c. Availability of breakfast/snacks if the school's day begins very early, which is appreciated.

5. Scheduling Considerations

The AYGS Director and EC will collaborate to ensure:

- a. Time is built deliberately into the schedule for team members to hold private discussions about their observations during the day.

- b. Time is built deliberately into the schedule for the team to adequately observe classes throughout the school day.
- c. Time for lunch/dinner focus groups is considered for interviews with constituent groups and other stakeholders.

6. Conducting the Evaluation: Stakeholder Interviews with Individuals and Groups

The AYGS Director and the EC will collaborate in planning stakeholder interviews.

- a. During the visit, the EC and AYGS Director will ensure the team members interview representatives from the following stakeholder groups and that time is allotted for the evaluation team to meet with each group:
 - i. Administrators (individually)
 - ii. Faculty and office staff (including teachers, counselors, library, technology specialists, as applicable)
 - iii. Students representing all grade levels and all participating school divisions.
 - iv. Parents (at least two from each participating division to ensure diverse viewpoints, positions, and backgrounds are represented)
 - v. AYGS Governing Board
 - vi. Planning committee/gifted coordinators and/or those responsible for recruitment and selection of students
 - vii. Community College staff (if applicable)
 - viii. Foundation/partnership representatives
- b. During the visit, the team members will:
 - i. Be fully present and take detailed notes during all stakeholder interviews.
 - ii. Follow the standardized questions provided by VDOE with all stakeholders, however the EC and the AYGS Director may decide on follow-up questions to drive the interview portion of the evaluation:
 - 1. “What is the defining characteristic of this Academic Year Governor’s School program?”
 - 2. “How does this Academic Year Governor’s School contribute value to students who are *enrolled in the program?*”

7. Conducting the Evaluation: Classroom Observations

- a. The EC will:
 - i. Ensure an opportunity for the team members to observe a cross-section of instruction in the AYGS program.
 - ii. Maintain a list of instructors/courses/sections observed on the VDOE-provided template in Appendix A.
- b. The team members will:
 - i. Be fully present and take detailed notes during all classroom observations.
 - ii. Review the Rubrics prior to observations to ensure correlation between notes and final evaluation document.
 - iii. Observe instruction, student grouping and discussion, and student work products, if available.
 - iv. Consider subject specific evidence-based practices during observation.

- v. Maintain awareness that the AYGS Standards based on the Rubrics may present differently in various content areas and that all AYGS Standards may not be observed in the time allowed for the observation.

8. Following the visit

- a. The AYGS Director will:
 - i. Send an email to all stakeholder interviewees within one week of the Full-Site Evaluation visit to allow an opportunity for the stakeholder interviewees to add any additional thoughts.
 - ii. Provide the VDOE cover letter to Full-Site Evaluation Interview Participants, Appendix B, to stakeholder interviewees; any additional input and data is returned directly to VDOE.
- b. VDOE may:
 - i. Conduct an open in-person or virtual public meeting to receive additional input from stakeholders.
 - ii. Provide any additional input and data collected from the stakeholder interviewees and the public meeting and send it to the EC for evaluation for incorporation by the team members in the final report.

Section 3: Full-Site Evaluation Information and Data Collection Requirements

The AYGS Director will provide all documentation electronically and share the information with all Full-Site Evaluation team members. The documentation that the AYGS Director shall provide includes:

1. Administrative Information

- a. Provide the most recent Full-Site Evaluation and Mid-Cycle Evaluation reports.
- b. Provide a list of areas rated “Does not meet Standards” from the last Full-Site Evaluation and identified in the Mid-Cycle Evaluation, if any.
- c. Provide the most recent administrative procedures, as sent annually to VDOE. Any information that has changed since the provision of the most recent administrative procedures, or additional information, shall be provided separately.
- d. Administrative information to be provided includes:
 - i. History of the program (including of the building/site)
 - ii. Overview of program, mission, and goals
 - iii. Course descriptions and syllabi; curriculum if available; sample lesson plans; samples of student work; grading rubrics
 - iv. Procedures and forms used for teacher evaluations
 - v. Master schedule with the numbers of students enrolled per classroom
 - vi. Student transportation information (e.g., Do students drive themselves? Do all school divisions provide bus transportation?)
 - vii. Student discipline data
 - viii. School map
 - ix. Current school year calendar

- x. School governance information— names of school board members, superintendents, planning/steering/advisory committee members, gifted personnel; how program spaces are allotted; budget; dual enrollment agreement
- xi. Names/positions of members of the AYGS Regional Governing Board
- xii. Recruitment information and admissions application, criteria used for selection, selection timeline
- xiii. Foundation/partnerships/advisory committees/parent group information as applicable, including contact information
- xiv. Examples of AYGS Director communications to families
- xv. Teacher and student handbooks

2. AYGS Data

AYGS programs have flexibility in how data is provided to the team members during the Full-Site Evaluation process, however data must be reported at the conclusion of the evaluation to VDOE using the provided *VDOE Data Template*.

- a. Faculty demographics
 - i. Total number of faculty with indication of full-time or part-time status
 - ii. Number of educators with advanced degrees
 - iii. Number of educators with gifted endorsement
 - iv. Number of educators not meeting licensing or endorsement qualifications; and
 - v. Demographics by ethnicity and sex
- b. Current student and graduate data
 - i. Current year student demographics by school divisions, ethnicity, and sex
 - ii. Number and percentages of students entering post-secondary options, disaggregated by universities, military, trade work, etc. for the past three years
 - iii. In-state college or university attendance: The number and percentage of students who attend an in-state college or university for the past three years
 - iv. List of AP, Dual Enrollment, Advanced, and Honors courses offered with enrollment numbers for the past three years
 - 1. For each AP course, the number of students earning a 5, the number of students earning a 4, the number of students earning a 3, and the number of students earning a 1-2.
 - 2. For each Dual Enrollment course, the number of students earning Dual Enrollment credit.
 - 3. For each Advanced course, the number of students enrolled.
 - 4. For each Honors course, the number of students enrolled.
 - v. Mean and median of PSAT/ SAT and ACT scores for past three years

3. Division Data

AYGS programs have flexibility in how data is provided to the team members during the Full-Site Evaluation process, however, data must be reported at the conclusion of the evaluation to VDOE using the provided *VDOE Data Template*.

- a. AYGS Directors will:
 - i. Work with each participating division to provide the information for data collection.
 - ii. Send data to EC before the Full- Site Evaluation.
 - iii. Ensure that divisions adhere to all due dates.
 - iv. Collect the following data from each participating division for the past three years:
 - 1. Number of eligible students
 - 2. Number of applicants
 - 3. Number enrolled
 - 4. Number of students who transferred out of the school
 - 5. Number of students who transferred into the school, and which grade at transfer

4. Stakeholder Survey Data

- a. VDOE will provide the *Stakeholder Survey* to the AYGS Director, which includes, at a minimum, the following questions:
 - i. How has the AYGS program impacted academic development for students? (*Not At All/Very Little/Somewhat/To A Great Extent*)
 - ii. How has the AYGS program impacted personal development for students? (*Not At All/Very Little/Somewhat/To A Great Extent*)
 - iii. This AYGS program adds value to a student’s educational experience that is not otherwise available in a traditional high school setting. (*Not At All/Very Little/Somewhat/To A Great Extent*)
 - iv. What recommendations would improve the experience at this AYGS program? (*open-ended*)
 - v. How does this AYGS program contribute to the community and region? (*open-ended*)
 - vi. Additional comments (*open-ended*)
- b. At its discretion, VDOE may add questions specific to an AYGS.
- c. The AYGS Director will:
 - i. Send the VDOE-provided *Stakeholder Survey* to all stakeholders, including but not limited to:
 - 1. Staff
 - 2. Students
 - 3. Parents/families
 - 4. Division personnel (superintendents, gifted coordinators, school board members)
 - 5. Advisory council members and foundation members
 - ii. Send the *Stakeholder Survey* via electronic link or QR code.
 - iii. Allow at least two weeks for stakeholders to have access to the survey.
- d. VDOE will provide raw data and preliminary analysis to the EC.

Section 4: Post Full-Site Evaluation – Report Writing & Submission

After the completion of the Full-Site Evaluation:

1. The TL will:
 - a. Interface with the EC and AYGS Director for any outstanding data needs or questions from the team members.
 - b. Support the EC by facilitating the team members' input from the Full-Site Evaluation for the final report.
 2. The EC will:
 - a. Review all appropriate documents, notes, transcripts, and data to compose the final report.
 - b. Send draft of the Full-Site Evaluation report to the AYGS Director for review no later than forty (40) days after the completion of the visit.
 - c. Receive any minor changes to the report requested by the AYGS Director. Any changes to the report must be approved by the EC and VDOE.
 - d. Send a PDF version of the final Full-Site Evaluation Report with the completed *VDOE Data Template* electronically to VDOE no later than sixty (60) days after the completion of the Full-Site Evaluation visit.
 3. The VDOE will:
 - a. Review the report and attached documentation.
 - b. Address any inaccuracies or omission of information VDOE deems significant or important.
 - c. Note any Standards which were rated as "Does not meet Standard" from prior Full-Site Evaluations, or identified in the Mid-Cycle Evaluations, and how such-rated Standards have been addressed.
 - d. Send a copy of the final Full-Site Evaluation Report to the AYGS Director and chairperson of the Regional Governing Board.
-

Section 5: Estimating Full-Site Evaluation Grant Awards

Full-Site Evaluation Team Members are contracted by the AYGS/fiscal agent with VDOE approval:

1. Evaluation Coordinator, 40 hours min = \$1,200
2. Team Leader (experienced AYGS Director) = \$200 per day
3. Team Member Evaluators = \$130 per day

For regular work weekdays during the Full- Site Evaluation, the team leader and members must opt to take leave from their regular positions if they are to receive a stipend. In other words, if team members choose not to take leave from their regular positions, they cannot be paid a stipend. Any evaluation days which occur on a weekend should be paid.

Stipend

Team	Number of Participants	Stipend	# of Days	Total
Evaluation Coordinator	1	\$1,200		\$1,200
Team Leader	1	\$200		\$
Team Members		\$130		\$
Total				\$

Hotel Rooms

Team	Number of Participants	Hotel Rate	# of Nights	Total
Evaluation Coordinator	1	\$		\$
Team Leader	1	\$		\$
Team Members		\$		\$
Total				\$

Per Diem Costs

Team	Number of Participants	Per Diem Rate	# of Days	Total
Evaluation Coordinator	1	\$		\$
Team Leader	1	\$		\$
Team Members		\$		\$
Total				\$

Travel Estimate

Team	Number of Participants	Travel	Days	Total
Evaluation Coordinator	1	\$300		\$300
Team Leader	1	\$150		\$150
Team Members		\$150		\$
Total				\$

Total amount of Grant Award = \$

Stipend Amount	\$
Hotel Costs Total	\$
Per Diem Costs Total	\$
Travel Total	\$
Total Costs	\$

Appendix A: Academic Year Governor’s School (AYGS) Standards,
Full-Site Evaluation Rubrics, and Criteria Packet



[AYGS Name]

Full-Site Evaluation

[date]

Introduction

[enter text]

Full- Site Evaluation Procedures

[enter text]

History, Program of Studies, and Demographics

[enter text]

Ethnicity	# of Students	Sex	# of Students
American Indian or Alaska Native		Female	
Asian		Male	
Black, not of Hispanic origin			
Hispanic			
White, not of Hispanic origin			
Native Hawaiian or Pacific Islander			
Non-Hispanic, two or more races			
Total			

Findings, Data Results, Commendations, and Recommendations

As part of the final Full- Site Evaluation report, ECs should ensure that division data, student/graduate data, and assessment data is complete in the *VDOE Data Template*.

[enter text]

Subject Area/Course Name	Faculty Member Observed	Observer

AYGS STANDARD 1: LEARNING AND DEVELOPMENT

Description: *AYGS educators understand the variations in learning and development in cognitive, affective, and psychosocial areas between and among individuals with gifts and talents; create rigorous learning environments that encourage awareness and understanding of interest, strengths, and needs; and promote preparedness for postsecondary and career opportunities.*

Best Practices for AYGS Programs	Criteria Rating	Commendations	Recommendations
1.1 Students are presented opportunities by instructors to work with rigorous content, individually and in group format, and demonstrate significant critical thinking, discussion, writing, and working with the content to mastery in support of identifying personal interests, strengths, and needs.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data			
1.2 Students identify their intellectual, academic, creative, leadership, and/or artistic abilities through opportunities inside and outside of the classroom.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data			
1.3 Students engage in developmentally and age appropriate activities that promote high expectations for all learners with respect to individual abilities, interests, and learning needs.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data			
1.4 Students engage in flexible grouping practices that create opportunities for students to interact with individuals with various gifts, talents, abilities, strengths, and goals.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data			

AYGS STANDARD 1: LEARNING AND DEVELOPMENT

Description: *AYGS educators understand the variations in learning and development in cognitive, affective, and psychosocial areas between and among individuals with gifts and talents; create rigorous learning environments that encourage awareness and understanding of interest, strengths, and needs; and promote preparedness for postsecondary and career opportunities.*

Best Practices for AYGS Programs		Criteria Rating	Commendations	Recommendations
1.5	Students have opportunities to participate in out-of-school learning opportunities and community resources that match student’s abilities, interests, and learning needs.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
1.6	Students and families can access specialized services for twice-exceptional students and/or English Language Learners, and resources for academic and other supports as needed for academic success.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
1.7	Students experience opportunities to acquire life skills, resilience, personal accountability, respect and dignity, and foster those qualities in their interactions with others. Students also receive academic planning, and college and career readiness.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				

National Association for Gifted Children. (2019). 2019 Pre-K-Grade 12 Gifted Programming Standards:
https://cdn.ymaws.com/nagc.org/resource/resmgr/knowledge-center/nagc_2019_prek-grade_12_gift.pdf

AYGS STANDARD 2: ASSESSMENT

Description: *Assessments provide information about identification and recruitment, learning progressions and student outcomes, and evaluation of programming for AYGS students.*

Best Practices for AYGS Programs		Criteria Rating	Commendations	Recommendations
2.1	Educators provide recruitment information to upper elementary, middle, and high school students and families about the skills and content mastery required for application and admission to the AYGS program.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Division Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Interview Data				
2.2	Participating divisions and the AYGS program establish a comprehensive and cohesive methodology to measure recruitment and retention of both prospective and current students., including efforts to improve recruitment and retention. Data collection may include ongoing evaluation of student retention and grades; surveys; and interviews and/or appeals procedures for both entry and exit from the AYGS program.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Faculty Demographics <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Division Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Interview Data				
2.3	AYGS programs work with planning committees and/or school divisions to select and use multiple criteria, both qualitative and quantitative, for admission decisions.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Division Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Interview Data				

AYGS STANDARD 2: ASSESSMENT

Description: *Assessments provide information about identification and recruitment, learning progressions and student outcomes, and evaluation of programming for AYGS students.*

Best Practices for AYGS Programs		Criteria Rating	Commendations	Recommendations
2.4	Educators disaggregate assessment data and yearly progress data (e.g., enrollment statistics, college acceptance percentages, performance on national exams, drop-out rates) to examine the quantity, quality, and appropriateness of the programming and services provided for students.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
2.5	Educators use differentiated formative assessments to develop challenging learning experiences for students.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
2.6	Educators use product-based and performance-based assessments to measure the academic progress of students.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
2.7	Educators ensure that student progress is measured by multiple indicators to include mastery of content, higher level thinking skills, and achievement in specific program areas.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				

AYGS STANDARD 2: ASSESSMENT

Description: *Assessments provide information about identification and recruitment, learning progressions and student outcomes, and evaluation of programming for AYGS students.*

Best Practices for AYGS Programs		Criteria Rating	Commendations	Recommendations
2.8	Educators interpret and communicate student progress and assessment information in a timely, accessible, and concise manner to students and families through the preferred communications method and preferred language.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> <i>Stakeholder Survey Data</i> <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
2.9	Students set personal goals, keep records, and monitor their own learning progress.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> <i>Stakeholder Survey Data</i> <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				

AYGS STANDARD 3: CURRICULUM PLANNING AND INSTRUCTION

Description: AYGS educators apply evidence-based models of curriculum and instruction for students with gifts and talents and respond to their needs by planning, selecting, and adapting curriculum responsive to needs. Educators use a repertoire of instructional strategies to ensure specific student outcome and measurable growth.

Best Practices for AYGS Programs		Criteria Rating	Commendations	Recommendations
3.1	Educators use pre-assessments, and formative and summative assessments to identify students' strengths and needs, develop differentiated content, and adjust instructional plans based on progress monitoring.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
3.2	Educators adapt, modify, or replace the standard curriculum to meet the needs of AYGS students with disabilities (twice-exceptional students), highly gifted students), and English language learners.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
3.3	Educators use high-quality instructional materials which incorporate advanced, conceptually challenging, in-depth, and complex content for students.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
3.4	Educators pace instruction based on the learning rates of students and compact, deepen, and accelerate curriculum as appropriate.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				

AYGS STANDARD 3: CURRICULUM PLANNING AND INSTRUCTION

Description: *AYGS educators apply evidence-based models of curriculum and instruction for students with gifts and talents and respond to their needs by planning, selecting, and adapting curriculum responsive to needs. Educators use a repertoire of instructional strategies to ensure specific student outcome and measurable growth.*

Best Practices for AYGS Programs		Criteria Rating	Commendations	Recommendations
3.5	Educators encourage students to be respectful of others and understand their rights as they develop critical thinking skills and pursue academic excellence.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
3.6	Educators integrate a variety of technologies for students to construct knowledge, solve problems, communicate, and express themselves creatively and collaboratively.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
3.7	Educators provide opportunities for students to explore, develop, or research their areas of interest and/or talent.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
3.8	Educators use models of inquiry to engage students in critical thinking, creative thinking, and problem-solving strategies.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				

AYGS STANDARD 3: CURRICULUM PLANNING AND INSTRUCTION

Description: *AYGS educators apply evidence-based models of curriculum and instruction for students with gifts and talents and respond to their needs by planning, selecting, and adapting curriculum responsive to needs. Educators use a repertoire of instructional strategies to ensure specific student outcome and measurable growth.*

Best Practices for AYGS Programs		Criteria Rating	Commendations	Recommendations
3.9	Educators intentionally include information about multiple viewpoints to engage all students in critical thinking and robust discussion.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
3.10	Educators use high-quality, evidence-based, challenging materials to introduce diverse genres, authors, and great works, with great literature across cultures, eras, and viewpoints, representing a wide breadth of classical and contemporary literature.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
3.11	Educators integrate career exploration experiences into learning opportunities for students.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Division Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
3.12	Educators demonstrate familiarity with high quality resources and materials that are grade appropriate for students in a particular content area.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				

AYGS STANDARD 3: CURRICULUM PLANNING AND INSTRUCTION

Description: AYGS educators apply evidence-based models of curriculum and instruction for students with gifts and talents and respond to their needs by planning, selecting, and adapting curriculum responsive to needs. Educators use a repertoire of instructional strategies to ensure specific student outcome and measurable growth.

Best Practices for AYGS Programs		Criteria Rating	Commendations	Recommendations
3.13	Educators maintain appropriate student-teacher ratios; the recommended Standard is not to exceed a 15:1 ratio.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Faculty Demographics <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
3.14	AYGS programs provide space with access to modern equipment and technology.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
3.15	Educators provide facilities to support research.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
3.16	Educators provide sufficient space to meet the instructional needs of the program.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Division Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				

AYGS STANDARD 4: LEARNING ENVIRONMENTS

Description: *Learning environments foster academic progress, personal and civic responsibility, different viewpoints, acquisition of competencies through the lens of shared or common humanity, and interpersonal and technical communication skills for leadership in the 21st century to ensure student success.*

Best Practices for AYGS Programs		Criteria Rating	Commendations	Recommendations
4.1	Educators encourage high expectations by engaging students in meaningful and challenging curriculum, and activities.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
4.2	Educators provide opportunities for students' self-exploration and pursuit of interests.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
4.3	Educators create environments that foster respect and support all learners.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
4.4	Educators give feedback that focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
4.5	Educators model examples of resilience skills and opportunities to apply resiliency skills.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				

AYGS STANDARD 4: LEARNING ENVIRONMENTS

Description: *Learning environments foster academic progress, personal and civic responsibility, different viewpoints, acquisition of competencies through the lens of shared or common humanity, and interpersonal and technical communication skills for leadership in the 21st century to ensure student success.*

Best Practices for AYGS Programs		Criteria Rating	Commendations	Recommendations
4.6	AYGS programs provide students with opportunities for social interaction with intellectual and artistic/creative peers.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
4.7	AYGS programs work with incoming students to help build relationships and create a “community of learners.”	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
4.8	Educators develop a safe and welcoming climate in classrooms and other program spaces.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
4.9	Educators provide leadership opportunities for students inside and outside of the classroom.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
4.10	Educators provide structured opportunities to collaborate with all peers working on a common goal.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				

AYGS STANDARD 4: LEARNING ENVIRONMENTS

Description: *Learning environments foster academic progress, personal and civic responsibility, different viewpoints, acquisition of competencies through the lens of shared or common humanity, and interpersonal and technical communication skills for leadership in the 21st century to ensure student success.*

Best Practices for AYGS Programs		Criteria Rating	Commendations	Recommendations
4.11	Educators censure discriminatory language and behavior and model appropriate strategies.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
4.12	Students are provided resources to enhance oral, written, and artistic forms of communication.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
4.13	Students have access to advanced communication tools, including assistive technologies, and use those tools for expressing high-level thinking and creative productivity.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				

AYGS STANDARD 5: PROGRAMMING

Description: Educators use evidence-based practices to (a) promote the cognitive, creative, and affective development of AYGS learners; (b) develop programming and rigorous learning environment that meets their interests, strengths, and needs; and (c) promote preparedness for postsecondary and career opportunities. Educators use this expertise systematically and collaboratively with all stakeholders to effectively develop, implement, and manage comprehensive services for students with a variety of gifts and talents to ensure student success.

Best Practices for AYGS Programs		Criteria Rating	Commendations	Recommendations
5.1	Students regularly use multiple alternative approaches to accelerated learning.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
5.2	Students have opportunities to participate in enrichment options to extend and deepen their learning opportunities within and outside of the school setting.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
5.3	Students engage in individualized learning options such as mentorships, internships, online courses, and independent study.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
5.4	Community members and educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for AYGS students.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				

AYGS STANDARD 5: PROGRAMMING

Description: Educators use evidence-based practices to (a) promote the cognitive, creative, and affective development of AYGS learners; (b) develop programming and rigorous learning environment that meets their interests, strengths, and needs; and (c) promote preparedness for postsecondary and career opportunities. Educators use this expertise systematically and collaboratively with all stakeholders to effectively develop, implement, and manage comprehensive services for students with a variety of gifts and talents to ensure student success.

Best Practices for AYGS Programs		Criteria Rating	Commendations	Recommendations
5.5	Participating school divisions facilitate transportation for students to and from the Governor’s School, both for access to the program and for student safety.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
5.6	Families and community members regularly collaborate with the AYGS for planning, programming, evaluating, and advocating.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
5.7	AYGS administrators track expenditures at the school, district, and state level to verify appropriate and sufficient funding.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Interview Data				
5.8	The Director and Regional Governing Board use creative financial management strategies to tap resources beyond the state and local funds available to support the program.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Interview Data				

AYGS STANDARD 5: PROGRAMMING

Description: Educators use evidence-based practices to (a) promote the cognitive, creative, and affective development of AYGS learners; (b) develop programming and rigorous learning environment that meets their interests, strengths, and needs; and (c) promote preparedness for postsecondary and career opportunities. Educators use this expertise systematically and collaboratively with all stakeholders to effectively develop, implement, and manage comprehensive services for students with a variety of gifts and talents to ensure student success.

Best Practices for AYGS Programs		Criteria Rating	Commendations	Recommendations
5.9	The AYGS is governed by policies and procedures approved by the Regional Governing Board, which are communicated by the Regional Governing Board in a timely, accessible, and concise manner to AYGS stakeholders.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
5.10	The Regional Governing Board creates policies and procedures that are built on evidence-based practices in Gifted Education to guide and sustain all components of the program.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Current Student & Graduate Data <input type="checkbox"/> Division Data <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				

AYGS STANDARD 6: PROFESSIONAL DEVELOPMENT

Description: *AYGS educators assess their professional learning needs, both develop and monitor their learning plans and outcomes, and systematically engage in professional development to meet their identified needs. They access resources to provide for release time, funding for continuing education, and substitute support.*

Best Practices for AYGS Programs		Criteria Rating	Commendations	Recommendations
6.1	Educators participate in on-going professional development that focuses on gifted and advanced learners, with the potential of leading to the Virginia endorsement in Gifted Education.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Faculty Demographics <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Interview Data				
6.2	Educators are expected to be licensed in the fields in which they teach and to obtain specialty endorsements as necessary.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Faculty Demographics <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
6.3	AYGS budget and policies provide resources needed for professional development in gifted or specialized endorsement education (i.e., release time, funding, and substitute teacher support).	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Faculty Demographics <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				
6.4	Educators assess their instructional practices and continue their education in local staff development, professional organizations, and higher education settings.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		
Criteria to be evaluated: <input type="checkbox"/> AYGS Administrative Information <input type="checkbox"/> Faculty Demographics <input type="checkbox"/> Stakeholder Survey Data <input type="checkbox"/> Observation Data <input type="checkbox"/> Interview Data				

AYGS STANDARD 6: PROFESSIONAL DEVELOPMENT

Description: *AYGS educators assess their professional learning needs, both develop and monitor their learning plans and outcomes, and systematically engage in professional development to meet their identified needs. They access resources to provide for release time, funding for continuing education, and substitute support.*

Best Practices for AYGS Programs	Criteria Rating	Commendations	Recommendations
6.5 School-wide professional development reflects the long-range goals and objectives of the Governor’s School.	<input type="checkbox"/> Does not meet Standard <input type="checkbox"/> Meets Standard <input type="checkbox"/> Exceeds Standard		

Criteria to be evaluated:

AYGS Administrative Information
 Faculty Demographics
 Stakeholder Survey Data
 Observation Data
 Interview Data

Appendix B: VDOE Follow-up Letter for AYGS Full-Site Evaluation Interview Participants



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120

RICHMOND, VA 23218-2120

Dear Full-Site Evaluation Participant,

The Virginia Department of Education (VDOE) would like to express its gratitude for participation in the Academic Year Governor's School (AYGS) Full-Site Evaluation process.

It is important to hear from all stakeholders about how these AYGS programs serve students in the Commonwealth. VDOE is providing an optional follow-up opportunity for any summary or additional comments you may have after participating in the Full-Site Evaluation. Additional input may be provided using [this link](#). Please note, the responses will be sent to the Evaluation Coordinator for the AYGS Full-Site Evaluation and will be shared with VDOE.

For any questions, please contact the Office of Advanced Learning at the Virginia Department of Education at 804-418-4693.

Sincerely,

A handwritten signature in black ink, appearing to read "Amanda S. Nevetral".

Amanda S. Nevetral, Director
Office of Advanced Learning
Virginia Department of Education