

Trumann School District



Gifted & Talented Policy Handbook

Rules and Regulations

Program Approval Standards

This Handbook is School Board Approved (2014)

Mrs. Kimberly Stevens: G.T. District Coordinator/Facilitator

Mission Statement

Mission Statement: Trumann School District will provide an equitable, quality education for all students in a safe environment so that they may attain academic, personal, and technological skills necessary to be successful in the 21st century.

Vision: A learning community preparing students for life.

Philosophy

The Trumann School District recognizes that gifted and talented students are a unique population, differing significantly from their peers in abilities, interests, and psychological maturity. They come from all walks of life and all socioeconomic levels with abilities and talents ranging across a wide spectrum of human achievement. We believe that gifted and talented individuals have special characteristics and learning styles and that their potential for accomplishment is such that they require special provisions, experiences, and services not provided for in the regular instructional program.

In our commitment to quality education, the Trumann School District adheres to the Arkansas Department of Education's Gifted and Talented Rules and Regulations and recognizes their definition. It is our purpose to seek out and identify these outstanding students and provide them educational experiences appropriate to their academic level. Therefore, we are committed to provide a program for identifying and meeting the needs and interests of our gifted and talented students based upon the guidelines and standards directed by the Arkansas State Department of Education, Office of Gifted Education.

Gifted and talented students are found in every segment of the population. Recognizing the potential rewards for the individual and society, Trumann School District believes the abilities of the gifted and talented student must be cultivated, nurtured, and developed. These students require provisions that are different from those normally provided by the regular school program. The gifted and talented program is committed to cultivate within the student a desire for excellence and a sense of productive responsibility to self, family, school, community, and to our changing society. We strive to meet or exceed standards set by the ADE with focus on community involvement, staff development, personnel, identification, program options, curriculum, and evaluation.

The purpose of this handbook is to serve as a guide in program development and implementation of the Trumann Schools Gifted and Talented Program. Revisions will and should occur as teachers, students, parents, and administrative personnel interact and react to the programs and curriculum.

REGULATORY AUTHORITY (1.0)

These regulations shall be known as the Trumann School Districts regulations governing the Gifted and Talented Program. These standards are aligned with the Arkansas Department of Education Regulations governing Gifted and Talented Programs.

Purpose (2.0)

The purpose of these regulations is to uphold standards for the approval of the gifted program through the Arkansas Department of Education. The purpose of the Trumann Schools Gifted and Talented Program is to promote the mission of the district, the program's philosophy, as well as the goals. This handbook is to serve as a guide in program development and implementation of the Trumann Schools Gifted and Talented Program. Revisions will and should occur as teachers, students, parents, and administrative personnel interact and react to the program and the curriculum.

As professionals of education, the administration, staff, and personnel recognize that each child is unique. Gifted children also are different and show their giftedness in a variety of ways. Because of this uniqueness in children, it is difficult to identify the gifted; however by following the Gifted and Talented Rules and Regulations, set forth by the Arkansas State Department of Education, the district meets and exceeds the requirements for Standards of Accreditations set forth by the Arkansas State Board of Education. The program described herein is one the Valley View Advisory Council for Gifted and Talented Education deemed best for our district's G.T. Program and approved by the district's administration and school board personnel.

DEFINITIONS (3.0)

3.01

According to the Arkansas Department of Education, the following definition shall guide districts in providing services and opportunities for students identified as gifted and talented in Arkansas:

“Gifted and Talented children and youth are those of high potential or ability, who's learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possessions of these talents and gifts, or potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability.”

Possession of these talents and gifts, or the potential for their development, will be evidenced

through an interaction of the following:

- 1) Above average intellectual ability
- 2) Task commitment and/or motivation
- 3) Creative ability

3.02

Approved Administrator/Coordinator of Gifted Programs: This refers to a coordinator who has or will attain certification, passed appropriate state approved assessments and meets standards as set by the State Board of Education through the Arkansas Department of Education Professional Licensure Department for add-on endorsement in gifted education and in gifted education administration and promotes the administration/coordination of programs and services for gifted students kindergarten thru grade twelve.

3.03

Approved Coordinator of Gifted Programs: This refers to a specialist who has or will attain license, passed appropriate state approved assessments and meets standards as set by the State Board of Education through the Arkansas Department of Education Professional Certification Department for add-on endorsement in gifted education and develops and coordinates programs and services for identified gifted students kindergarten through grade twelve.

3.04

Approved Curriculum/Program Administrator of Gifted Programs (Administrator): This refers to a coordinator who is responsible for program development and administration, and/or employment evaluation decisions who has attained licensure, passed appropriate state approved assessments and meets Standards as set by the State Board of Education through the Arkansas Department of Education Professional Licensure Department for add-on endorsement in gifted education and promotes the administration of programs and services for identified gifted students kindergarten through grade twelve.

COMMUNITY AWARENESS/INVOLVEMENT (4.0)

Information about the Trumann School District's Gifted & Talented Program is available to parents, community and stakeholders to encourage the opportunity to develop an understanding of and support of the program.

4.01

Ongoing opportunities for community awareness and involvement are provided. The G/T Program offers community involvement and awareness throughout the school year by annual Open House, newsletters, school's web page, calendar, presentations, parent meetings, PowerPoint presentations, and displays of G.T. projects, or other appropriate methods. In addition, students and parents are encouraged to assist in charity events hosted by the GT program.

4.02

Parents and community members are informed annually of the program opportunities for gifted and talented students and have the opportunity to ask questions and make suggestions. Parents are encouraged to meet with the GT Teacher and Coordinator during the annual G.T. Open House, and during Parent-Teacher conferences. Parents are informed of program opportunities throughout the year. G.T. newsletters & web page, e-mails, and by the Superintendent's District-wide Newsletter and Report are some ways information is distributed to announce GT opportunities. Suggestions are always welcome by e-mail or by completing the annual GT Evaluation survey provide opportunities for suggestions.

4.03

Parents and other community members are included on an advisory committee for gifted education that meets annually. List of members, names of attendance, agendas, minutes of meetings are on-hand for general public viewing. Those interested in serving on the committee may pick up an application at the GT Coordinator's office or e-mail the G/T teacher or coordinator.

Community Involvement (4.00)

Parents and community members are informed annually of the program opportunities for gifted and talented students and have opportunity to ask and make suggestion. Awareness of the program is provided by many ways including newsletter, letters to parents, meetings, handouts, school web page with the program's link, meetings, as well as brochure. The brochure includes characteristics and needs of the gifted, program goals of the district, and the nomination and identification process. Parents and community members are informed of student activities throughout the year in the Superintendent's Address and the School District Report. In addition, the G.T. Department hosts an "Open House" each year, as well as invites parents/patrons to visit the classrooms during their scheduled Parent/Teacher conferences.

The GT Program posts photos on-line on the district's web page and has photographs of special projects. The "Wee Cat Times", is Cedar Park Elementary monthly newsletter publication, highlights of the G.T. program will appear in a section of that publication on a regular basis to communicate with the community of activities associated with gifted education.

Parents are continuously updated on activities their child's participation in activities and field trip opportunities as they arise, either by e-mail, correspondence, or via phone. A gifted and talented program newsletter is sent home and posted monthly.

There is a gifted and talented web site for parents and students that include regulations of gifted education, nomination and testing information, extra-curricular contest dates and programs and updates on the classes being taught, as well as after school events. Achievements of gifted students are shared with the community through presentations, newsletters, news articles, public displays and other appropriate measures. PowerPoint presentations are posted on the web to promote gifted education and inform of the many facets of the program.

Staff Development Plan (5.00)

The GT Administrator & teacher(s) receive specialized training by attending courses in gifted education suggested for certification, as well as being updated through participation in conferences and workshops. (Example: AGATE, AAGEA and Crowley's Ridge Cooperative meetings.)

Every attempt will be made to train certified personnel in a sequential and continuous program development to enable them to assist in the identification, selection, and programming needs of the gifted and talented program. Staff development is based on local education needs of gifted students and altered accordingly. In collaboration with the G.T. coordinator, the Curriculum Director for the district will oversee appropriate staff development in the area associated with gifted education. Gifted education is funded by school districts or educational agencies. Release time should be allotted to teachers for the development of differentiated educational programs and related resources. The gifted program will be a part of the yearly district community meeting in order to make the stakeholders aware of program options.

5.01

There is a written plan for gifted and talented staff development specific to the needs of gifted students that includes all faculty when appropriate, based on local education needs of gifted students. The Trumann School District provides ongoing opportunities for growth in the area of Gifted and Talented Education by organizing a flexible and varying program to meet the needs of the school personnel. Areas of training appropriate for the entire school staff will be provided by means of meetings or on-line programming, or technology. The plan rotates in topic to support gifted education, which may include:

- Characteristics and Needs
- Identification Procedures
- Teaching Strategies
- Creativity
- Utilization of Community Resources
- Program Evaluation

It is the district's G.T. Coordinator and G.T. teacher's responsibility to promote gifted education by:

- Adding books and journals to the school's professional library.
- Sharing articles and other professional information.
- Providing information on gifted and talented workshops.
- Providing short in-building staff meetings.
- Sharing identified students' products with staff

The district G.T. Coordinator will be responsible, with the assistance of the Curriculum Director, to announce workshops outside of our district and promote gifted education with emphasis on strategies, differentiation, Secondary Content, Pre-AP, AP, or Accreditation of College Courses. The coordinator will also make arrangements to obtain opinion thru consultant services and obtain information to share at regional/state workshops and conferences. Training for the teacher of the gifted will be provided as needed.

Intermediate, Jr. High, and H.S. teachers will be trained in Pre-AP (Pre-Advanced Placement), AP (Advanced Placement), or Secondary Content for Gifted by the ADE. Educators serving the gifted are expected to attend training sessions and utilize higher order thinking strategies. New educators to the district will be asked to attend sessions offered at the end of the year or at the beginning of the next school year. It is the responsibility of the Curriculum Coordinator and Principals to assure proper training is acquired and certificates/documentation of syllabi and lessons are sent to the Gifted Ed Coordinator for documentation. Teachers certified in Advanced Placement should renew their certification every five years and submit a Certificate to the Curriculum Coordinator and Gifted Administrator for the district. Teachers serving through secondary content must obtain training every three years. Documentation of lessons is required from the AP/Pre-AP/ and Secondary Content every quarter.

5.02

Opportunities to increase knowledge of the education of gifted and talented students are provided on a regular basis for continuing and new school board members, school and district administrators, teachers, and support staff on a continuing and regular basis. The gifted administrator/teacher will be encouraged to attend regional, state, and national workshops and conferences, which will provide staff development opportunities for the GT teacher(s) and other interested staff members. Announcement of AP, Pre-AP and Secondary Content training will be announced, with certificates on file. The GT Administrator will attend meetings sponsored by the local Co-op, AGATE and/or AAGEA to keep updated in current trends and received specialized training in gifted education. Arkansas State University's GT program will be utilized for assistance with professional growth, as well as the Crowley's Ridge Educational Cooperative GT Program. Staff members will also be encouraged to attend sessions provided by educational cooperatives to assist with special training in gifted education. The Gifted and Talented Handbook, as well as

the Rules and Regulations will be distributed to administrators, parents, and educators. Brochures, handbook, and Program Approval will be distributed to Superintendent/Assistant Superintendent and other administrators to share at School Board meetings, with the coordinator available for presentation or question/answer session. Requests to obtain copies may be submitted after the October 15th report. The report is also available by contacting any administrator.

Personnel (6.00)

6.01

Persons who teach the homogeneously grouped identified students **must** hold a current Arkansas initial or standard teaching licensure, pass appropriate state approved assessments, and meet performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Licensure Department for add-on endorsement in gifted education.

6.02

Personnel who coordinate the program for gifted and talented students (K-12) must be working toward or hold a current Arkansas teaching licensure, pass appropriate state approved assessments, and meet performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Licensure Department for add-on endorsement in gifted education.

6.03

Person who holds the position of District Coordinator/Facilitator for our program for gifted and talented student's kindergarten through grade twelve must be working toward or hold current Arkansas Standard Teaching licensure, pass appropriate state approved assessments, and meet performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Licensure Department for add-on endorsement in gifted education.

Current Arkansas Standard Teaching licensures are on file for all GT educators, including the G.T. Coordinator/Facilitator. The educators of the gifted have met performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Licensure Department for add-on endorsement in gifted education. (6.01-6.03)

6.04

A process for selection of administrator/coordinator/facilitator of the gifted is clearly defined and established.

Selecting personnel for the gifted education department demands much thought with emphasis on many skills. The coordinator/teacher of the gifted should be flexible, approachable, and

generous with time and resources. In addition to time spent in planning the overall structure of the district gifted program and direct services to gifted students.

The administration shall be responsible for finding the candidate who best meets qualifications through normal hiring practices with consideration of personal characteristics associated with gifted educators according to the district's school policy. These characteristics should be considered by the school district as they relate to program goals and objectives:

- a) a sincere concern for gifted children and youth
- b) Enthusiastic about the gifted programming and prioritizing G.T.
- c) An ability to be flexible in time, pace, materials, instructional patterns, etc.
- d) confident and skillful public relations
- e) good sense of humor/ predominantly positive personality
- f) accepting of diverse ideas and behaviors and can deal with student criticism
- g) possessing a high degree of professionalism
- h) willingness to meet Arkansas certification requirements for gifted education
- i) successful teaching experience
- j) willingness to attend workshops and conferences related to GT education
- k) willingness to assist with extra-curricular programs as needed
- l) valid Arkansas teaching licensure

Teaching style should include:

- a) student, not teacher centered
- b) give students choices and responsibilities
- c) provide for individual differences by using a variety of resources
- d) emphasis on independence, not conformity
- e) encourage: creativity, problem solving skills, love of writing, books, and lifelong learning

Procedures for all prospective employees include completing an application form provided by the District, in addition submit a resume, and teaching certificates, all of which information is to be placed in the personnel file of those employed. If the prospective employee provides false or misleading information, or if he/she withholds information to the same effect, it may be grounds

for dismissal for consideration. The administrator/coordinator will assist in the interview process and make recommendations for additional personnel for the Gifted Program.

Criteria for Trumann School District Facilitator of the Gifted

1. He/she must be willing to meet the minimum standards of:

- a) G.T. Coordinator should hold a Master's Degree of Education in order to qualify for the position.
- b) If the Coordinator/Facilitator does not hold GT Certification an ALP (additional license plan) should be filed within thirty days of assuming the responsibilities of the position and as stipulated by the ALP, he or she has a maximum of three years to obtain GT certification from the date their contract is signed.
- c) G.T. Coordinator should hold Gifted and Talented Certification or a Master's Degree in Gifted and Talented by the end of the third year of teaching GT students.

2. He/she must be recommended by the building principal(s) and Superintendent based on the following:

- a) Exhibit a clear willingness to accept responsibilities as a facilitator/coordinator of the gifted, as stated in the job description.
- b) good communicator with parents/teachers, and students
- c) enthusiastic about teaching
- d) is dedicated to lifelong learning as an individual
- e) exhibit creativity

Personnel Records

The Superintendent, assistant-superintendent or their designated representative maintains and keeps updated records of certified personnel and for overseeing that only authorized personnel have access to the records, including records for the G.T. department. It shall be the duty of certified personnel to furnish required documents/ records to the superintendent's office.

All certified personnel shall have on file in the superintendent's office the following:

- 1. A current teaching certificate issued by the Arkansas Department of Education
- 2. Transcripts of all college work completed
- 3. A signed contract
- 4. Teacher retirement form
- 5. Form W-4
- 6. Social Security Number

The Trumann School District is an equal opportunity and shall not discriminate on the grounds of race, color, religion, national origin, sex, age, or disability. In the event of an opening in a position at Trumann School the superintendent and principals shall interview prospective employees that are certified in the respective fields and make recommendations to the board for hiring. Teachers

will be assigned to the position for which they are qualified, being that of G.T. Coordinator or Teacher.

6.05

Job descriptions are developed for coordinators/facilitator of the gifted. A written job description for coordinator/facilitator will be kept on file within the Superintendent/Assistant-Superintendent Offices.

The coordinator/facilitator(s) will perform a variety of duties that promote integration of the gifted program with the regular education program. The coordinator/facilitator will select an identification committee to assist with the identification process. The GT coordinator/facilitator will collect data on each GT referral and compile data for G.T. Program Approval.

The coordinator/facilitator of the Gifted and Talented Program shall plan, implement, and evaluate the school's program for students in grade kindergarten thru twelfth grade and keep adequate records according to the "Rules and Regulations" set forth by the ADE. The educator must have knowledge in the enrichment, pull-out, and must communicate effectively with the Pre-AP/AP program Coordinator. They must work together to insure that Secondary Content offerings meet the needs of our gifted population. The G/T Coordinator/facilitator will provide effective communication regarding the GT curriculum, to parents and administrators, in efforts to aid in the development of a quality program that will assist in meeting the needs of our gifted population.

The G.T. coordinator/facilitator must take care of all administrative paperwork, reports and correspondence relating to the Gifted Program. The GT coordinator/facilitator will communicate with the AP/Pre-AP coordinator and oversee documentation of quarterly lesson plans for Elementary and Secondary Content educators. Assistance is given by personnel related to gifted services. The G.T. coordinator/facilitator's job descriptions include:

K-12 District Coordinator/ Facilitator of Gifted and Talented Education

The Coordinator/Facilitator of Gifted and Talented Education reports directly to: Superintendent/ Assistant Superintendent and the Principals/Assistant-Principals on each campus. The Coordinator/facilitator is to direct the day-by-day management of the gifted and talented education program and enforcement of the policies of the district. Duties and responsibilities of the Coordinator/facilitator of Gifted and Talented Education include, but are not limited to the following:

I. School-Community Relations

- a. Conduct community awareness of the GT program and its activities.
- b. Organizes and chairs the advisory committee.
- c. Coordinates services and programs with community organizations and other agencies to provide diversity and enrichment in the curriculum and to promote the public schools.
- d. Promotes community civic organizations and volunteerism within the community.
- e. Encourages active parent/community volunteer participation in the GT program.

- f. Provides a liaison between parents and the GT program in the schools; classroom teachers, administration, school board, and the community at large.
- g. Assists parents in the referral process; help to determine the need for assessment/evaluation.

II. Staff Personnel Development

- a. If needed in future, will assist with the interview process and recommendation of teachers for the GT program
- b. Acquaints staff members with the state district procedures, rules, and regulations
- c. Prepares handbook of the Trumann School District's gifted and talented education program
- d. Prepares annual timeline of program activities and deadlines
- e. Provides classroom support to educators, giving assistance, support and resources for teachers serving the gifted within the regular classroom
- f. Assists school staff in the referral process; help to determine the need for assessment/evaluation.
- g. Assists in resolving conflicts.
- h. Attends faculty meetings, committee meetings, and other conferences established by the district or educational co-op.
- i. Conducts teacher in-service in gifted education for identification and implementation of program and post informative Power-Point presentations and or bulletins for viewing throughout the school year.
- j. Promotes workshops, classes, and meetings to G.T. personnel to stay informed about current trends, practices, and research in gifted education

III. Pupil Personnel Development

- a. Accepts referrals of students for the GT program.
- b. Establishes case studies on students who have been screened for GT identification.
- c. Conducts assessments of students for identification and establish profiles.
- d. Chairs the selection committee for identification of students for the GT program.
- e. Monitors reports of student progress.
- f. Makes specific suggestions for dealing with students who are not being appropriately served.
- g. Provides/obtains reports for/from other agencies about children being served to provide continuity of services.
- h. Encourages student participation in optional program activities.
- i. Provides activities promoting the development of higher order thinking, as well as critical, creative, communication, independent learning skills.
- j. Analyzes, uses, and applies relevant objective and subjective data to assess students' abilities, creative potential, and task commitment and to recommend appropriate placement.
- k. Studies program evaluations to set and implement district goals for the gifted and talented education program.

- l. Creates and maintain an atmosphere conducive to creative risk-taking and divergent thinking.
- m. Analyzes students' individual interests, abilities, and learning styles.
- n. Encourages student independence and self-directed learning.
- o. Involves student in self-evaluation of products and program.
- p. Promotes the recognition and special needs of unidentified gifted and talented students prior to formal placement.
- q. Develops lesson plans for instructional materials.
- r. Utilizes a variety of instructional procedures designed to meet the needs of the gifted students.
- s. Implements individual behavior management techniques, when needed, which facilitate positive learning experiences.
- t. Advices and counsels students and/or parents regarding classwork, future options and educationally related issues.
- u. Other duties as assigned.

IV. Educational Program Development

- a. Plan the overall structure of the district GT program in consultation with teachers, administrators, and parents.
- b. Participates with fellow educators in curriculum improvements.
- c. Supervise the provision of appropriate services.
- d. Maintain file of confidential student records.
- e. Become informed about and aware of new trends, developments, regulations, and legislation affecting the district's GT program through professional materials, coursework, and membership/participation in local, state, and national seminars, conventions, and workshops.
- f. Facilitate the elementary G.T. class. Visit with the Pre-AP/AP district coordinator, and discuss Pre-AP/AP class teachers and any Secondary Content Educators to become aware of progress in each class.
- g. Arrange for field trips that are needed for the GT program.
- h. Contact local colleges, universities, and museums for educational experiences available to GT students.
- i. Annually evaluate the district GT program to strengthen service to GT students by obtaining survey data from teachers, students, parents, and school board members.
- j. Serve on committees with general education responsibilities to provide advocacy for the GT learner.

V. Business and Program Management

- a. Prepare all administrative work inherent in the GT program (such as writing proposals for funding, submitting reports of attendance, evaluate data, etc.).
- b. Develop and enforce program procedures, rules, and regulations.
- c. Make program suggestions of purchases of materials, supplies, and equipment.
- d. Make checks of program materials and equipment for care and replacement.

- e. Coordinator/Facilitator of the gifted will be provided regularly scheduled time for duties other than direct services to the identified students. Curriculum development and differentiated educational planning times will be provided for the GT Coordinator/Facilitator to coordinate alignment of enrichment programs. Additional planning time will be allotted as needed for the program coordinator as aligned with district policies for departmental chair responsibilities. Building principals are encouraged to be flexible in scheduling to accommodate the demands of the Gifted and Talented Coordinator/Facilitator.
- f. Regularly communicates progress of program to parents, staff, and stakeholders.

Coordinator/Facilitator of Gifted and Talented Education (Elementary)

The coordinator/facilitator in the Gifted and Talented Education Program collaborates and reports directly to the building principal where assigned. The coordinator/facilitator implements a differentiated educational program to promote gifted and talented thinking skills. Duties and responsibilities of the coordinator/facilitator in gifted and talented education include, but are not limited to, the following:

I. Pupil Services

- a. Develops lesson plans for instructional materials.
- b. Utilizes a variety of instructional procedures designed to meet the needs of the gifted students including incorporation of technology in lessons whenever possible. Provide activities promoting the development of higher order thinking, as well as critical, creative, communication, independent learning skills
- c. Implement the Trumann School District's procedures for identifying gifted and talented students.
- d. Compiles data and completes evaluations for elementary student and completes data collection before submitting to the identification committee for review.
- e. Actively involved in the Identification and Advisory Board Committees for the G.T. program.
- f. Analyzes, use, and apply relevant objective and subjective data to assess students' abilities, creative potential, and task commitment and to recommend appropriate placement.
- g. Implements district's goals for the gifted and talented education program.
- h. Creates and maintain an atmosphere conducive to creative risk-taking and divergent thinking.
- i. Analyzes students' individual interests, abilities, and learning styles.
- j. Encourages student independence and self-directed learning.
- k. Involves students in self-evaluation of products and program.
- l. Regularly communicates progress of program to parents, staff, and stakeholders.
- m. Advices and counsels parents of student's classwork, future opportunities, and educational related issues.
- n. Promotes the recognition and special needs of unidentified gifted and talented students prior to formal placement.
- o. Implements individual behavior management techniques, when needed, which facilitate positive learning experiences.
- p. Advices and counsels students and/or parents regarding classwork, future options and educationally related issues.
- q. Other duties as assigned.

II. Curriculum Development

- a. Remains current with present trends in instruction and evaluates curriculum and methodology uses according to student needs.
- b. Modify curriculum to provide differentiated educational experiences, while following the standards of the program.
- c. Integrate goals of the GT program with those of the regular instructional program.
- d. Serve as a resource person to classroom teachers for appropriate methods in curriculum improvement.
- e. Identify community and regional resources that will enhance the students' talents.
- f. Encourage student participation in out-of-school learning experiences.
- g. Develops lesson plans for instructional materials.
- h. Utilizes a variety of instructional procedures designed to meet the needs of the gifted students.
- i. Implements individual behavior management techniques, when needed, which facilitate positive learning experiences.
- j. Advices and counsels students and/or parents regarding classwork, future options and educationally related issues.
- k. Other duties as assigned.

III. School-Community Relations

- a. Meets with parents to discuss program objectives and procedures.
- b. Keeps parents informed on a continuous basis of the student's growth and current/future

Opportunities

- c. Encourages community awareness of the GT program and its activities.
- d. Assists on the advisory committee and attends regular scheduled meetings.
- e. Provides diversity and enrichment in the curriculum and promotes the school.
- f. Promotes community civic organizations and volunteerism within the community.
- g. Encourages active parent/community volunteer participation in the GT program.
- h. Provides a liaison between parents and the GT program in the schools; classroom teachers and GT teachers; the administration, school board, GT program personnel, and the community, at large.
- i. Assists parents in the referral process; help to determine the need for assessment/evaluation.

IV. Professional Development

- a. Participates in professional activities that are related to gifted and talented education.
- b. Attends faculty meetings, committee meetings and other conferences established by the district or promoted by the local educational co-op.
- c. Keeps informed of latest research and curriculum developments in gifted and talented education
- d. Plans curriculum development and differentiated educational instruction (planning times will be provided for the GT coordinator/facilitator to coordinate for alignment of enrichment programs). Additional planning time will be allotted as needed for the program coordinator as aligned with district policies for departmental chair responsibilities. Building principals are encouraged to be flexible in scheduling to accommodate the demands of the Gifted and Talented Coordinator/Facilitator.

- e. Assists with in-service education for instructional staff to promote gifted education.

Coordinator/Facilitator of Gifted and Talented Education

The Coordinator/facilitator in the Gifted and Talented Education Program collaborates and reports directly to the building principal where assigned. The coordinator/facilitator implements a differentiated educational program to promote gifted and talented thinking skills. Duties and responsibilities of the coordinator/facilitator of the gifted and talented education include, but are not limited to, the following:

6.06

Administrative duties

Compliance Indicators must include: Schedule

Regularly scheduled time is provided for coordinator/facilitator of the gifted who will perform administrative duties beyond direct service to identified students.

Again curriculum development and differentiated educational planning times will be provided for the G/T Coordinator/facilitator to coordinate and align enrichment programs, as well as complete duties, as described in job description. Additional planning time will be allotted, as needed, for the program coordinator for departmental chair responsibilities. Flexible scheduling should be allocated for the G.T. coordinator to assume responsibilities associated with educational competitions, such as quiz bowl, OM, GT field trips, etc. Building principals are encouraged to accommodate the demands of the Gifted and Talented Coordinator and assist in collaborating with regional G/T coordinators by scheduling time allowing them to meet once a month at our regional co-op.

Identification (7.00)

7.01

The process for identifying students in the Trumann School District is an ongoing process extending from grades K-12, serving at least 5% of the student population. Written identification and placement procedures for the G.T. program are available to all stakeholders. As pursuant With state rules and regulations, a public announcement is made notifying stakeholders of the nomination process. The process for identification has several stages: Nomination Phase, Data Collection, and Placement.

Nomination Phase

Nominations are sought from a wide variety of sources to ensure that all potentially gifted and talented students have an opportunity to be considered for services within the G.T. program. A special effort is made to include students who may be difficult to identify such as underachievers, members of minority or cultural diverse population, handicapped, deprived, the highly creative, and highly intellectual.

In accordance with state rules and regulations, a public announcement is made notifying stakeholders of the nomination process. Announcements concerning nominations are made in a variety of ways, including via the school newspaper, brochures at school functions, posting on the school's web page, through the GT newsletter, and class newsletters.

The process begins with the creation of a candidate pool through referral/nomination. Nominations may be made by teachers, principals, peers, self, parents or community members. All students completing the second grade will be considered for placement, while students in grades 3-12th may be nominated for consideration for placement. Nominations will be accepted at any time, kept on file, and notification issued prior to the scheduled test date.

Data Collection

Once a student has been nominated, data is collected in a non-discriminatory manner. This second phase allows the screening process to begin. It involves a case study approach using multiple criteria based on the district's definition, program goals, and characteristics of giftedness. Parents are notified of their child's nomination into the G.T. program. Permission must be granted before individual testing occurs. Then, data is gathered and analyzed which include, but not limited to, at least two objective measures, two subjective measures.

The case study approach allows insight from a variety of tools including: (1) teacher and parent questionnaires, (2) at least two creativity tests (Torrance Test of Creative Thinking Figural, Torrance Test of Creative Thinking Verbal), (3) Group Achievement Test (Stanford Achievement Test and the Arkansas Benchmark Exam), (4) the Naglieri Nonverbal Ability Test, (5) Student grades, and (6) Portfolio with product samples. (7) K-BIT, (8) Renzulli Scales for rating the behavioral characteristics of superior students. Data collected uses an appropriate balance of quantitative and qualitative measures with adequate evidence of reliability and validity for the purposes of identification.

An identification committee reviews the information that is gathered and then a placement decision is made. Opportunities are provided for students to be considered for placement in the G.T. program throughout their school experience.

Placement

The student's levels of ability, creativity, and motivation are considered individually and in combination to guide the placement decision. In addition, the level of the student's need for the services offered by the district is a factor in the placement decision. Blind screening to identify

students is utilized within our district. In special circumstances, under-represented groups such as low socio-economic status students, such as free/reduced, and ethnicity, such as ESL student, are revealed on the collection data form. Names are not revealed to ensure non-bias and promote equality of diverse representation in our program.

The identification committee is made up of the buildings principals and assistant principal, guidance counselors, classroom teachers, and the G.T. coordinator. The selection committee has the responsibility of making the final decision concerning placement of students for the Trumann Schools GT Program. Students will be placed into an appropriate program option based upon decisions of placement committee. All committee members review student materials, participate in placement decisions, and sign records of placement decisions. Notification will be sent to the parent by mail in regard of the committee's decision no later than the first week of September. Written parental consent is required prior to placement in the gifted program.

Those not identified will be monitored periodically throughout his/her school experience to see if he/she may qualify for services at a later date. Students not placed will remain in the screening pool for reconsideration. It is the responsibility of the parent to notify the school to verify consent to update their child's file in regard to objective/subjective data; with the possibility of reassessment.

7.02

Identification procedures are clearly stated, uniformly implemented, and communicated to the entire school staff. Announcements concerning identification are made in a variety of ways including via posting on the school's web page, through the GT newsletter, brochures, correspondence, e-mails, and the handbook, itself.

The process for identifying students for the Trumann School District's Gifted & Talented Program is announced to all staff and stakeholders. The identification of gifted and talented students is an on-going process extending from school entry through twelfth grade. The classroom teacher and G.T. Coordinator and/or Teacher observe students in grades K-2 for gifted characteristics utilizing the Renzulli Scales for Rating the Behavioral Characteristics of Superior Students. Characteristics associated with giftedness is noted and kept on file for future reference with formal identification of gifted students beginning at the end of 2nd grade.

Instructionally useful information about individual students obtained during the identification process is communicated to the instructional staff regardless of final placement decisions, as parents are notified by mail. A review of students' placement in the G.T. program is made at least annually. Before placement or continuation of service, parental consent must be granted for any student to receive services in the Gifted and Talented Program.

Identification for Elementary/Intermediate Gifted and Talented Program (K-12)

The first stage of identification in the elementary and intermediate schools consists of gathering subjective and objective data. Through observations during G/T whole group enrichment (K-2), the Elementary G/T Facilitator and classroom teacher discuss information to be placed on the Renzulli Scales for Rating the Behavioral Characteristics of Superior Students. During whole class enrichment (K-2) information is gathered and kept in anecdotal form by the classroom teacher and G/T Facilitator. Objective data, such as current standardized achievement tests, formative assessments, and norm-referenced tests are also documented.

During second grade, formal identification begins with a pre-referral conference in which the classroom teacher and the Elementary G/T Facilitator review information gathered since kindergarten. Once student data has been reviewed, recommendations are made for additional testing and nomination in the gifted program. At this time, stakeholders may also recommend students for testing. Parents must give written permission before G/T testing can be administered.

Objective information collected, beginning at the end of first grade, consists of augmented state assessments, the Stanford Achievement Test, current edition, Torrance Test of Creative Thinking. Additional data may also be collected from the subjective information is gathered via the Renzulli Scales of Rating Behavioral Characteristics of superior Students, classroom grades, and anecdotal records of the Elementary G/T Facilitator and classroom teachers.

Once objective information is gathered from testing and subjective information has been quantified, placement meetings are held. The placement committee will be comprised of a Principal, G.T. Coordinator/Facilitator, and at least three teachers. Students are identified using a blind identification process. No single criterion or cut-off score is used to include or exclude a student. Letter of the decisions of the placement committee notifies parents and teachers. Staffing forms are completed which provide justification for placement/non-placement of students in the gifted program. A parent/guardian must give written permission before a student may be placed in the gifted program. A student review is completed each year, which provides documentation for continuation of gifted services.

*Students in grades 3-12 may be referred and tested for G.T. placement. Placement procedures are the same, however identification committee members will consist of educators within the building level of the student nominated.

Pre-AP/AP Courses at the High School Level

The Pre-AP/AP classes will be offered in each of the four core subject areas. These Pre-AP and AP course offerings are explained in detail to parents during registration. Parents are encouraged to contact their high school counselor. These advanced classes are the primary means through which identified g.t. Students needs are met at the high school level.

7.03

A committee of at least five members chaired by trained specialists in gifted education and including administrators, teachers, and/or counselors collects and analyzes data, maintains

appropriate records, and makes professional decisions on placement of students. This committee can be per campus within the district and/or district level with representatives of each campus involved. Identification procedures will be uniformly implemented across the district. Members of the committee are made aware of the identification policies and procedures and the nature of the program.

The Trumann School District's G.T. Identification Committee will be comprised of, but not limited to, the GT Coordinator/Facilitator, Administration, and no less than three teachers. Identification procedures will be uniformly implemented across the district.

7.04

The identification process yields information obtained through a variety of procedures and from multiple independent sources. Objective measures, Subjective measures, and variety of multiple independent sources are reviewed to assist with the identification process. Procedures for obtaining information about students include at least two objective assessment methods, and a creativity test and at least two subjective measures. Solicitation of information from multiple sources includes requesting product samples for individual student portfolio. Samples include:

- Subjective Measures: Teacher Rating, Parent Questionnaire, (Renzulli Scales or modified version), Creativity Test (Torrance Test of Creative Thinking),
- Product evaluation, Checklist for Identifying Language-Minority Students with High Potential.
- Objective Measures: Achievement Test (SAT-10) Scores, Arkansas Benchmark Exam, End of Course (H.S.), Naglieri Nonverbal Ability Test (Optional), KBIT2 Brief intelligence measure, ACT or SAT scores (H.S.),
- Other- Student grades, Portfolio with Product Samples, Awards, Special Recognition, Intellectual competitions, such as Quiz Bowl, Writing Competitions, Art Competitions, etc.

7.05

Student placement decisions are based on multiple criteria. No single or cut-off score is used to include or exclude a student. The Identification Committee uses a case study approach, considering all student information collected, in order to make its decision. Each student's case study is given a number so that the committee does not know the names of the students during the identification process. The committee is asked to look for all information that they could check as reasons for placing students in the program (as opposed to items that would keep them out). The committee then reviews the items checked to see if enough data indicates that gifted education services would be appropriate at this time. No single criterion or cut-off score is used to exclude a student from placement. Student need not score high on every criterion for inclusion into the program. For example, teacher ratings may override low test scores, and high normative data may outweigh negative teacher ratings.

The final evaluation decision considers the best interest of the student as an individual and the degree to which it is felt the student would benefit from participation in the gifted program. Placement recommendations are noted on each student's profile sheet with the signature of initials of each committee member. Regardless of the committee's decision, notification letters will be sent to the parent/guardian to inform them.

7.06

Procedures used in the identification process are non-discriminatory with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition. Procedures include methods/ measures that are non-discriminatory.

Giftedness is found among students from a variety of backgrounds; therefore, a deliberate effort is made to ensure that diversity is recognized when identifying for the Trumann School District's Gifted and Talented Program. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics associated with giftedness. Permission for assessments is sent home in the native language, if requested, or a meeting is set up to meet with the G.T. personnel and translator. Culturally sensitive checklists are utilized to ensure a non-biased and equitable approach for identifying students with gifts and talents, with information that explains the nature and purpose of the gifted programming options. In addition, the district uses locally developed norms in the child's native language or administers only the nonverbal format of the assessments.

Students with special needs are screened in the same manner as the general population; however individual creativity test may be administered for students with social anxiety. Students with learning disabilities and/or other mentally handicapping conditions, who could be considered twice exceptional (gifted and LD), are placed when giftedness can be positively identified through objective/subjective data and motivation. Programming is based on the handicapped student's areas of strength and the ability of the district to provide facilities, equipment and personnel to meet the educational need of that individual in the least restrictive environment.

If needed, the district will provide a translator to interpret or obtain assistance from the district's Special Needs Coordinator to disburse materials and assist in areas related to student identification, placement, and program options to assist with students with cultural or handicapped differences.

While using blind screening, under-represented groups such as low socio-economic status students, and ethnicity (ESL students), are indicated on the collection data form. Names are not revealed to ensure a non-bias and equality of diverse representation within the G.T. program. Procedures used in the identification process are non-discriminatory with respect to race, cultural, economic background, religion, national origin, gender, or handicapping condition. Prior to placement in the gifted program, written parental consent is required for all selected students.

The district strives to promote a cultural understanding for success for all students regardless of their differences and utilizes non-discriminatory procedures throughout the identification process. Anyone with questions regarding the identification process may set up a conference with the G.T. coordinator and building principal.

7.07

Instructionally useful information about individual students obtained during the identification process is communicated to the instructional staff regardless of final placement decisions.

Dissemination of instructionally useful information about individual students is shared with the regular classroom teacher to assist in meeting the needs of a student. The G.T. Coordinator or Facilitator may share information either verbally through a casual conversation or through a scheduled conference with the teacher, depending on the nature of the information and other factors. The information may be given to the teacher in written form after a conference or conversation. In addition, a list of students to be served in the program will be distributed at the beginning of each school year.

7.08

Written identification and placement procedures include parental involvement. To be considered for the gifted program, the G.T. Coordinator or G.T. Facilitator continuously keeps the communication open to parents/guardians. Procedures to ensure parental involvement include:

- *Permission to Test 7.08.1*

Once referred, parents are notified of their child's referral by letter. A permission to test form is sent with the letter asking permission to be granted to begin assessment procedure. Contact information is submitted within the letter, leaving an open invitation to parents.

- *Criteria for Placement 7.08.2*

Parents are informed that placement is based on multiple criteria with no single criterion or cut-off score to include or exclude a student from services. Parents are welcome to contact G.T. coordinator/facilitator to discuss the criteria further, if needed. (See Glossary for more information concerning criteria.)

- *Permission to Participate 7.08.3*

Parents are notified by letter of their child's eligibility for program participation and proved with a parent consent form. Students are placed in the program upon receipt of a parent consent form/ permission to participate.

7.08.4

Gifted and Talented Program

Appeal of Placement Decision

Parents and/or guardians are notified of the Gifted and Talented Identification Committee's decision and have the opportunity to appeal the committee's decision. If a parent/guardian disagrees with the selection committee's placement decision, an appeal process is available as follows.

The parent/guardian should communicate to the G/T Coordinator, in writing, the reason for the appeal.

A Gifted and Talented Identification Committee meeting will be scheduled after receiving the written appeal.

The committee will review the data, and the parents/guardian will be notified in writing of the decision.

- *7.09 Identification of gifted/talented students is an ongoing process extending from school entry through grade 12.*
- *7.09.1 Referrals are accepted at any time throughout the school year. Referrals may be submitted at any time. Referral forms are available at the G.T coordinators office and parents, teachers and community members may also obtain referral forms by downloading a copy from the GT web site or request via e-mail.*

7.09.2 Annual Review of Placement

- *Parent/Teacher Conferences scheduled twice a year, evaluation forms are sent home with them. The evaluation shows the student's performance in GT class by way of strengths and areas of needed improvement. These evaluation forms and other data regarding student's performance and progress will be reviewed. Regular classroom teachers will share information regarding student progress and performance. If data indicates that a review of*

placement needs to occur the coordinator will present all data regarding the student to the identification committee and they will make the decision as outlined in exit procedures.

- 7.09.3 *Exit Procedures*

- GIFTED AND TALENTED EDUCATION

- GT Exit Policy

- A Student may be considered for exit procedures at any time if a determination is made so that the student's needs for the program has changed. When there is such a concern, the following steps may be taken:
- When a parent or GT student requests that the student exit the program, a conference with the parent will be arranged for the purpose of determining the reason for the request. Those attending the meeting may include the parent, student G/T coordinator, classroom teacher, building principal, and/or counselor.
- If the parent decides that the program is not appropriate for his/her child, then the child will exit the program. Both the parent and the child will be informed of the district's policy for re-entering the gifted and talented program.
- If the classroom or gifted and talented teacher should request that a student exit the program they must provide reasons for the request in writing to the program coordinator. The parent will be informed of the request and be invited to confer with the teacher, GT Coordinator and or principal. If the committee, as explained below, supports the recommendation, then the student will exit the program.
- Actual removal of any student from the gifted and talented program must be made on the recommendation of a committee of at least five members chaired by a trained gifted and talented coordinator and include administrators, teachers and/or counselors. The decision must also be made on the basis of multiple criteria not on a single criterion or cut-off score and will be sent to the parent or guardian in writing.

7.09.4. Maintenance of Files

- Records of placement decisions and data on all referred students are kept on file for at least five years or as long as needed for educational decisions.

Program Options (8.00)

Gifted children are diverse. They have needs for differing amounts of homogeneous grouping, and at various stages of development their interests change and expand. No single program option can ever meet all of the needs of all gifted children, however the Trumann Schools Gifted and Talented Program has been systematically developed to provide programming with many options with intent to reach all gifted students. These goals are continuously evaluated to ensure proper educational growth of the gifted.

8.01

Program is systematically developed with long-range goals that are coordinated to guide the development of the gifted students from time they are identified through graduation from high school.

The following goals have been written to guide the development of gifted students from the time they are identified through graduation from high school. Consistency among the program's components is based on the district's philosophy of education, the curriculum objectives and needs discovered through evaluation practices. A combination of enrichment, acceleration, and guidance provides an approach that is innovative in design and best meets the needs of our gifted population.

Program Goals and Objectives

- ❖ Our overall goal is to provide varied types of opportunities appropriate to meet gifted students' cognitive, affective, and social needs within the school. In order to achieve this, the following goals have been established:
 - Provide the educational programs and differentiated curriculum that will enable each student to develop his/her abilities to the fullest; with combination of enrichment, acceleration, and guidance to promote individual growth.
 - The student will develop critical thinking skills in the areas of analysis, synthesis, evaluation, logical reasoning, inference, problem solving, decision making, and interpretation.
 - The student will expand communication skills by demonstrating the techniques of active listening, communicating in group situations both orally and in writing to demonstrate understanding, and utilizing a variety of media, art forms, and available technology to communicate ideas.

- The student will develop self-directed and small group learning/research skills through the development of questioning techniques, information gathering, and research organization and presentation methods.
- The student will actively stretch his/her curiosity through the practice of creative thinking within the context of activities and challenges which require the application of fluency, flexibility, originality, elaboration, and imagination.
- The student will experience affective growth through activities designed to enhance self-concept, interpersonal relations, and the ability to cope with failure, leadership skills, and effective personal decision making practices.
- Help students develop task commitment, to acquire and/or maintain adequate and realistic self-concepts, and to develop a sense of self-worth and responsibility to self and society.
- The diversity of individuals and cultures will be honored and integrated into substantive curricular content.
- Enable the students to become self-directed learners and proficient in written and oral communication skills so that they may creatively share their products with others.
- The program will actively seek ways to involve parents, staff, and the community and work to keep them well informed about the program.
- The program will provide an ongoing process of evaluation: program evaluation, student self-evaluation, product evaluation, group evaluation, and evaluation of instructional materials, methods, and media.
- The program will focus on the skills in the Arkansas Frameworks for Gifted Education using those skills as a map for the optimum development of each gifted student.
- The student will develop competence in the use of modern technology.
- Opportunities for enrichment in the arts will be provided students.

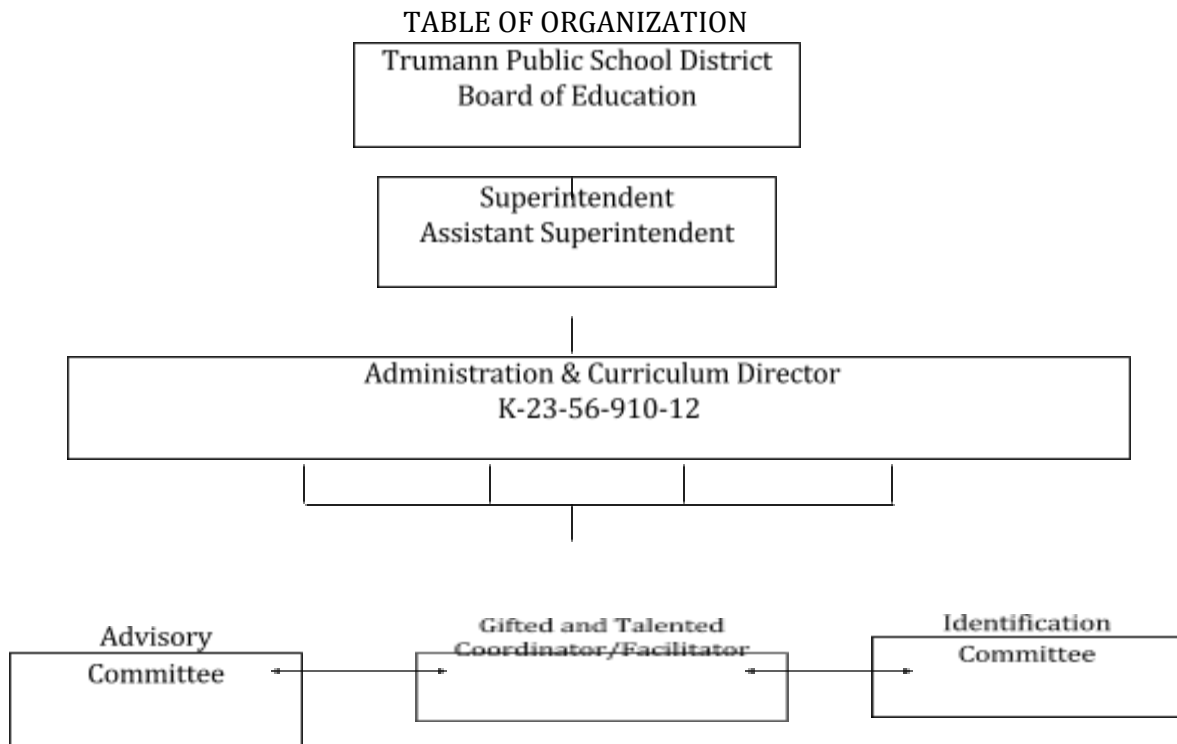
Core Goals

- Students will realize that no one can teach them as well as they can teach themselves; They will understand how to learn thus become self-reliant learners.
- Students will be encouraged to believe in the power of their dreams.
- Students will learn to express their beliefs and respect the beliefs of others while remaining open-minded, continually examining all sides of an issue.

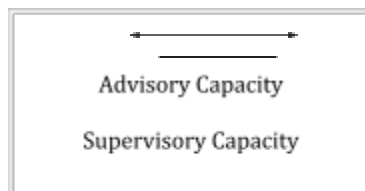
- Students will feel free to explore difficult areas and come to see mistakes not as something to be ashamed of, but rather as an indication that a challenge has been accepted; They will come to see that the reward lies in the quest.
- Students will know that within the G.T. classroom “There is no shallow end” and they must swim or they will sink. A ban on mediocrity will be a paramount rule of the program.
- Broad themes, appropriate for integration within several disciplines, will be used to prove the stimulus to help students build a cohesive understanding of knowledge interrelationships. These general topics will promote deeper understanding, encourage students to make connections, enable students to create powerful mental images, and contribute to in-depth development of students’ intellectual potentials.

8.02

A table of organization is developed which clearly delineates roles, responsibilities, and coordination procedures.



KEY:



Concurrent Credit/College Educator: An educator who has attained license to teach at a H.S. and college level. Classes are offered to students in grades 11th and 12th who obtain college credit, as well as high school. Classes are college level; students enrolled must demonstrate initiative, motivation, and time management skills.

AP Teachers: Advanced Placement teachers require teachers to receive extensive training to adequately teach students at a college level. Educators use college-level textbooks in order to maintain the level or rigor necessary to pass a national AP exam. Educators emphasize instructional strategies, management of an AP course, and centered on student learning outcome. Teachers with AP certification demonstrate improvement in the quality of the curriculum and provide a challenging content to motivate their students. AP teachers must follow the direction of The College Board and works closely with the AP Coordinator for the district, while serving as mentors to educators without training. Students in grades 11th-12th are served in AP courses.

Pre-AP Teachers: Pre-Advanced Placement educators serve the gifted and talented students in grades 9-10th. Educators are required to receive extensive training to prepare the students for the rigorous AP courses. Educators stress student learning outcome and higher order thinking skills. Pre-AP courses are prerequisite classes, educators are aware of the importance to develop study skills and adequately prepare and serve the students.

Elementary G.T. Facilitator: The Trumann GT District Coordinator/Facilitator has attained or is in the process of attaining license, has or will pass appropriate state approved assessments and meets standards as set by the State Board of Education through the Arkansas Department of Professional Certification Department for add-on endorsement in gifted education and provides instructional services for all students in grades K-12.

G.T. Coordinator: A certified teacher who has attained or is in the process of attaining licensure, who has or will pass appropriate state approved assessments and meets standards as set by the State Board of Education through the Arkansas Department of Education Professional Certification Department for add-on endorsement in gifted education and develops and

coordinates programs and services for identified gifted students kindergarten through grade twelve.

The district coordinator of the Gifted and Talented Program plan, implement, and evaluate the school's program for students in grade kindergarten thru twelfth grade and keep adequate records according to the "Rules and Regulations" set forth by the ADE. With knowledge in the enrichment, send-out, Pre-AP/AP program, and Secondary Content the G/T Coordinator is readily available to provide assistance. The district's G.T. Coordinator is open to communication with the AP Coordinator, Curriculum Director, other G.T. personnel, and administrators to aid in the development of a quality program that will assist in meeting the needs of our gifted population.

The G.T. Coordinator/Facilitator provides whole group enrichment for K-2 students and instructional service to GT students in grades 3-8 within a pull-out program and works closely with the District AP/Pre-AP Coordinator, classroom teachers, counselor, and administrators to properly serve identified G.T. students.

Building Principals/Administration: Administrators meet with the G.T. Coordinator and Facilitator to assist in the proper curriculum development and are advocates for gifted education. Administration works closely with the G.T. Coordinator and Elementary G.T. Facilitator to develop a working schedule, which allows time for documentation, as well as instructional time at all grade levels. Principals assist in obtaining the required documentation, as well as assuring proper training of Pre-AP/AP, Secondary Content educators, as required at the ADE and College Board.

Administration members assist in conducting community awareness of the program and are active on the identification committee. Administrators assist in evaluating the program and educators of the gifted and make needed recommendations for improvements.

Superintendent/Assistant Superintendent: The Superintendent/Assistant Superintendent manages the school system and provides leadership according to the Trumann School District's vision. It is their responsibility to prepare annual budget for gifted services, keep informed of legislative matters concerning the gifted populations, and make recommendations to the Board of Education concerning Gifted Education. The Superintendent/ Assistant Superintendent maintains open lines of communication and cooperative relationships with school staff, the School Committee, parents and the community at-large, with no exception to those involved in gifted education.

Board of Education: The Board of Education will make the final decision during hiring process and approve or disapprove changes in the program. The Board is open to suggestions and gives feedback to assist in the overall evaluation of the program, while acting as an advocate for gifted education. Because all educators are responsible for the education

In conclusion, roles, responsibilities, and coordination procedures branch out in broadly defined personnel affiliated with the Trumann School District. Although a variety of professional backgrounds are involved in the table of organization, all support the objective to provide an environment based on the students' abilities, needs, interest, and overall success. Programming

for the gifted is built upon a multi-dimensional approach with many working together for its success.

8.03

Identified students' placement assessment data in program is based on their abilities, needs and interests, and resources of the district.

The program design for our gifted and talented students for grades kindergarten through twelfth grade is intended to provide a curriculum that is both differentiated and appropriate for the specialized needs of students who are advanced in their thinking and learning processes. Gifted and talented students are provided opportunities to interact with their peers and to work with materials that challenge their abilities and encourage them to expand their abstract thinking and reasoning. This is accomplished through using various approaches appropriate to the designated grade level. The development of appropriate gifted programming is based on sound philosophical, theoretical, and empirical support. Rather than any single gifted program, services are available to meet the needs of the gifted learner. All instructors involved have received training through the Arkansas Department of Education and/or advanced degree training with expertise in the field of gifted and talented. Strategies for differentiated content, process, and products include:

a. Curriculum Compacting

Which may include: pursue to intensity, explore laterally, construct connections, or acceleration.

b. Specialized Unit of Study

This may include: interdisciplinary, integrated, independent projects, student choice, or real world application.

c. Research

This may include: complete topics with various resources, PowerPoint's, or alternative displays.

d. Thinking Skills

This may include: critical, creative, problem solving, decision making, self-evaluation, goal setting.

e. Interests and/or Learning Styles

This may include topics selected by student and opportunity to utilize preference-learning styles.

Service options favor development of gifted and talented behaviors include cluster group, collaboration with peers with similar interest and ability, consultation with specialist in field of study or one-on-one consultation with educators, resource service with time served in classroom, differentiated study experiences in the regular classroom to provide opportunity to self-explore topics at own pace.

Students may be accelerated by subject or grade, as well as receive specialized counseling to accommodate affective, social, and emotional needs. Enrichment activities may be provided during the school day, or suggestions made for after school opportunities.

Honor course, advanced placement, independent study, mentor-ship, are other options that are common at the secondary level. These options can provide differentiation appropriately within the gifted education program.

A "Student Service Plan" identifies the approach of service to be taken, which includes:

- *Category of service:* General (intellectual), Specific Academic Subject, Creativity, Leadership, or the Arts.
- *Goals:* Specific goals are targeted in areas of Content, Process skill, Products/Performances
- *Strategies for Differentiated Content, Process, and Product:* Curriculum Compacting, Unit, Research, Thinking Skills, Interests and Learning Styles
- *Service Options for Development of G.T. Behaviors:* Ex: Cluster, Resource, Differentiation, Acceleration, Enrichment during school, Self-Contained Classroom, Honor Courses, Independent Study

8.04

Administrative arrangements are used which promote interaction among gifted students and both their intellectual and chronological peers.

Scheduling is flexible which encourages interaction among students, intellectually and chronologically. Schedules are posted to announce instructional time and events which are arranged to assist in interpersonal relations.

8.05

A minimum of 150 minutes a week of direct instruction must be provided during the regular school day.

- K-2 Whole Class Enrichment Program
Kindergarten-Second Grade- 30 minutes every week.
- 3rd-4th Grade Pull-Out Program
Identified G.T. students are served 150 minutes per week.
- 5th-8th Grade Pull-Out Program
- Identified G.T. Students are served 150 minutes per week.
- 9th-12th Grade Identified G.T. Students

Pre-AP/AP Courses, Secondary Content College Courses, 30 minutes a month scheduled to meet with G.T. Coordinator.

Acceleration Policy

Gifted and Talented Program Acceleration or Flexible Progression

NATIONAL ASSOCIATION FOR GIFTED CHILDREN'S POSITION STATEMENT ON ACCELERATION:

Educational acceleration is one of the cornerstones of exemplary gifted education practices, with more research supporting this intervention than any other in the literature on gifted individuals. The practice of educational acceleration has long been used to match high level student general ability and specific talent with optimal learning opportunities. The purposes of acceleration as a practice with the gifted are 1) to adjust the pace of instruction to the students' capability in order to develop a sound work ethic, 2) to provide an appropriate level of challenge in order to avoid the boredom from repetitious learning, and 3) to reduce the time period necessary for students to complete traditional schooling. Acceleration benefits many highly capable individuals by better motivating them toward schooling, enhancing their involvement with extracurricular activities, promoting more challenging options in the middle school and high school years, and preparing them to begin contributing to society at an earlier age. While not as widely used as a practice with diverse gifted learners, evidence suggests that it can be a successful strategy with low income, minority, and students with learning problems as well. Therefore, NAGC strongly endorses this practice as one important avenue to address the needs of gifted learners.

Acceleration practices involve allowing a student to move through traditional educational organizations more rapidly, based on readiness and motivation. Research documents the potential academic benefits and positive outcomes of all forms of appropriately implemented acceleration strategies for intellectually gifted and academically talented learners. These research-based best practices include grade skipping, telescoping, early entrance into kindergarten or college, credit by examination, and acceleration in content areas through such programs as Advanced Placement and International Baccalaureate at the high school level. Instructional adaptations in the classroom such as compacting, which allows for more economic use of learning time in a specific subject, are also a desirable and best practice for talented students.

Both group and individual decisions can be made in respect to accelerative options. For example, both AP and IB programs by virtue of their structure and content offer college-level work. As long as students meet prerequisites and accept the rigors of such programs, gifted and other learners can and should take

advantage of such group-oriented programs. At an individual level, students may be tutored or engage in online coursework at an accelerated level. Such options can be more readily tailored for individual needs.

Talent search programs at selected universities provide early assessment of advanced mathematical and verbal abilities in students such that decisions on appropriate accelerative options can be constructed inside and outside of schools. For example, several acceleration opportunities can be accessed through online coursework in specific content areas or offered at university sites. Advanced Placement as an accelerative option may be made available throughout the high school years or earlier through independent study, tutorials, or special classes.

Acceleration options should be available at each stage of development in a child's educational program from early entrance to primary school up through early college entry in order to even out the curriculum challenge. Parents may also wish to seek out accelerated opportunities beyond the school setting in order to accommodate an individual student need that cannot be met in traditional school settings.

Guidelines for acceleration

ACCELERATION INVOLVES speeding the student's passage through school by:

- curriculum acceleration within a year level;
- curriculum compression or compaction;
- subject acceleration;
- grade or year skipping.

The following principles outline some considerations when contemplating grade or year advancement:

1. **Assessment.** Students who are being considered for accelerated progression will be involved in a comprehensive evaluation of the child's intellectual functioning, academic skill levels and social-emotional adjustment.
2. **Academic Level.** Academically, the child should demonstrate skill levels above the average of the class he or she desires to enter.
3. **Student's Ability to Adjust.** Socially and emotionally the child should be free of any serious adjustment problems. Principals should be aware, however, that some gifted students' social or emotional difficulties may have been caused by

inappropriately low year level placement. In such cases the problem may be alleviated by accelerated progression.

4. **Physical Health & Size.** The student should be in reasonable physical health. The student's size, however, should be considered only to the extent that competitive sports may be viewed as important in later years.

5. **Student's Eagerness to Advance.** It is important that the child should not feel unduly pressured by parents. The student himself or herself should be eager to move ahead.

6. **Receiving Teacher.** The receiving teacher must have positive attitudes towards the year level advancement and must be willing to help the child adjust to the new situation.

7. **Social & Emotional Maturity.** Judgments about the child's social and emotional maturity should include input from the child's parents and the Guidance Officer or psychologist. Gifted students are sometimes rejected by their classmates. It is important that teachers do not confuse the absence of close peer relationships with social immaturity.

8. **Timing of Advancement.** Ideally, year level advancement should occur at natural transition points such as the beginning of the school year. However, mid-year advancement may sometimes be desirable where the child's prior teacher may more easily confer about how best to help the child make a smooth transition.

9. **Trial Period.** All cases of accelerated progression should be arranged on a trial basis of at least six weeks. The child should be aware that if the trial period is not a success, he or she will return to the original year placement. It is important that in such a circumstance the child should not be made to feel that he or she has 'failed'.

10. **Cautions.** Care should be exercised not to build up excessive expectations from year level advancement. A small minority of gifted children are so advanced in their intellectual or academic development that one year of accelerated progression may still leave them unsatisfied at school. For such children further advancement may be advisable at a later period in the child's schooling. Also

flexible programming will be required to accommodate students with asynchronous or uneven development. These children have varying rates of cognitive, emotional and physical development and may need different levels of provision in these areas.

11. Deciding Whether to Advance. Decisions regarding accelerated progression should be based on facts rather than myths. The research literature on acceleration reveals that accelerated progression of gifted students benefits the gifted child both academically and socially. Conversely, failure to advance a highly gifted child may result in poor study habits, apathy, lack of motivation and maladjustment.

[Adapted from: Feldhusen, JF, Proctor, TB & Black, KN (1986): Guidelines for Grade Advancement of Precocious Children. *Roeper Review*, 9(1), 25-27.]

Overall, the advantages and disadvantages of grade advancement must be assessed for each individual case.

Note that:

(a) It is useful for moderately intellectually or academically gifted students, in particular those who are accelerated learners. Acceleration contributes to academic achievement.

(b) There is no research to indicate negative effects on social or emotional development where acceleration is well-supported by the school culture.

(c) It is irrelevant which year level is not experienced, although early identification is desirable.

(d) Failure to advance a precocious child may result in poor study habits, apathy, lack of motivation and maladjustment.

(e) Overall, research indicates that acceleration results in more positive consequences than negative ones for the students concerned.

© David Farmer 31 January 1996 - adapted from text "[*Meeting the Needs of Gifted Students in the Regular Classroom*](#)"

PROCEDURE FOR ACCELERATING STUDENTS WITHIN

Acceleration may be used as a program option if warranted. A student may be recommended for acceleration by a teacher, parent, or a student may recommend him/herself for acceleration in a specific area or in multiple areas. The student and his/her parents are contacted after the nomination is received and are asked to sign a form indicating whether or not they are in favor of the possible acceleration and whether or not they give their permission for the process of gathering data and evaluating the student's needs to begin. If permission is granted the gathering of data ensues. The information is entered onto an acceleration review form; information on the form includes, not only the information specifically related to the area/areas being considered for acceleration, but also contains other pertinent information such as grades, standardized test scores, creativity test results, intelligence test information –anything that presents an overall picture of the student's abilities and needs. The Identification Committee, composed of the G.T. facilitator, the building principal, the counselor, and two classroom teachers then meets to consider the data.

All areas are considered; there are no cut-off scores that eliminate a student from consideration for acceleration. The committee seeks to obtain an overall view of the student's need for acceleration and likelihood of success. The committee may ask to interview the student and the student's parents in order to determine their final decision. The committee may also make recommendations and suggest modifications to the acceleration plan if it is deemed appropriate. The focus is always on insuring the success of the student. The committee may revisit the acceleration plan for the specified student to insure the plan is

working and may make revisions to the plan, if warranted, to better serve the student's needs.

Current services provided in the Trumann School District's Gifted and Talented Programs:

GRADES K-2

A Gifted Education Specialist conducts thirty minute, whole group enrichment activities at least twice a month to all elementary students. Activities are designed to enrich the frameworks and focus on higher-level thinking; critical thinking, communication, affective and creativity skills, while literary studies are emphasized.

Mini-lesson geared toward higher-order thinking promotes students in developing skills of analysis, synthesis, and evaluation. A science-based curriculum, reinforce science concepts while involving literary components such as: brainstorming, predicting, journaling, vocabulary building, and investigation at the second grade level. The G.T. teacher makes the units unique for each grade level and different from the expectations of the regular classroom.

Grades 3rd -4th

Students that have been identified and are placed in the GT program will receive 150 minutes of instruction a week in the GT Pull Out Program. Students are grouped based on similar needs and instruction and are provided enrichment opportunities for "advanced readers and writers."

Enrichment activities include novel studies, journal entries, book projects, etc., as well as receive delivery of instruction in a variety of ways to meet their educational needs. These students work at a faster pace than the regular classroom and receive differentiation based on individual skills, interests, and strengths.

(Intermediate/Jr. High) GRADES 5-6 7-8

Identified G/T students in grades 5-8 are served in the G/T send out program for 150 minutes per week. Students receive delivery of instruction in a variety of ways to meet their educational needs. Learning experiences are designed to nurture creativity, foster higher order thinking skills, and provide an appropriate enrichment experience. Students are involved in exploratory activities through field trips and guest speakers.

The design of the G/T curriculum extends the regular classroom curriculum with differentiation in content, process, and product. Lessons promote creativity, critical thinking, research, writing skills (such as: persuasive, poetic, short story, and research based) and communication skills are taught in an eclectic approach, to allow for individual interest to flourish. Higher order thinking

skills, combined with unique units of study, make the lessons challenging and while building skills of analysis, synthesis, and evaluation. Students have the opportunity to work at their level of abilities and in their area(s) of interest and talent while completing independent investigation. Opportunity to build upon areas of interest and investigate real problems is encourage the students to recognize problems, utilize their many talents, and investigate ways they can contribute to our society.

Writing skills are emphasized (as stressed in National Common Core Standards) to promote investigation skills and creativity; while analytical thinking is required to enhance the study of selected topics. Interpersonal relations are strengthening as the students develop the value of others while contributing to society. Participation in community projects is common to assist with interpersonal relations. The overall goal of the gifted curriculum at this level is for the students to become producers of knowledge and actively involved to formulate a solution in all aspects of life, especially those that involve helping self, society, or school.

The pull-out program offers the study of art history, ecology, Quiz Bowl, drama, and numerous critical thinking activities, as well. The G/T coordinator also offers extra-curricular activities to promote peer relations and interests outside of the classroom.

Students make plan with the G.T. coordinator/teacher to decide as a group where interests lie as determining field trips, guest speakers and other group projects. . Identified junior high students are given the opportunity to participate in Quiz Bowl, Duke Talent Identification Program (TIP), Poetry Competitions, Project Fairs, Fine Arts Competitions, School Drama Presentations, and Community Projects.

High School (Grades 9-12)

Identified students in grades 9-12 receive services through designated course content classes in the academic areas of English, Math, Science, and Social Studies. Pre-Advanced Placement, Advanced Placement, College Prep/Honors, and Concurrent courses are among the program options available. Regular classroom teachers are required to receive training every three years to assist in meeting the needs of the gifted. Students are place in upper level courses according to their abilities, needs and interests, and resources of the district; the H.S Principal/Asst. Principal and Counselor(s) will determine proper placement. Identified gifted students are required to take at least one honor courses or AP course per year. Students are scheduled to meet with the G.T. coordinator/facilitator for at least thirty minutes for independent studies, service learning, field trips, guest speakers and other group projects. Identified High School students are encouraged to participate in ancillary programs such as VVHS Quiz Bowl, School Drama Productions, Technology Development Courses, and Geography Projects, Poetry Competitions, and community projects.

Advanced Placement

Identified high school students are encouraged to take advantage of the Advanced Placement Courses. The AP courses are designed to support students in grades ten through twelve

who wish to enroll in college preparatory coursework emphasizing academic rigor. AP courses are relevant and challenging educational experience which emphasizes critical/creative problem-solving, effective communication, advanced vocabulary. It also provides an intellectual thinking that can be integrated across disciplinary lines. Students who take AP courses should be prepared to accept the academic challenge and be dedicated to learning.

AP Student Benefits

- A commitment to academic excellence
- The ability to perform well on high-stakes college entrance exams
- The development of finely tuned study habits required for success in college
- The confidence to succeed in a rigorous academic setting
- The opportunity to earn up to a full year of college credit before high school graduation
- A greater potential for enhanced college scholarships

AP Parent Support Services

- Pre-AP Parent Meeting
- AP Parent Meeting
- College Readiness/Scholarship Meeting
- Parent Conferences
- G.T. Coordinator/ Pre-AP & AP E-mails
- H.S. Counselor AP Announcements & Handouts

CURRICULUM (9.00)

9.01

Curriculum for gifted extends or replaces the regular curriculum.

According to the Rules and Regulations set by the ADE, Office of Gifted Programs, it is important to avoid simply “more of the same.” The gifted curriculum must be “in place of” rather than “in addition to” required classroom work. Teachers should be sensitive to student interests and talents in planning both cognitive and affective activities. Students should not be penalized for being identified as gifted by giving extra work, such as homework that resulted from attending G.T. class.

The learning experience of gifted and talented students must be organized and chosen carefully so that students may experience and achieve in limited time. Every learning experience provided for the students should be organized so that learning of abstract concepts and generalization is more effective and efficient. Therefore, rather than arranging the content chronologically, categorically, or in other traditional patterns as much of the data as possible will be reorganized around the concepts and generalizations will be taught.

Trumann Public School District incorporates the most important issues and concepts involved in differentiation for G.T. students, which include:

1. The content of the curriculum will focus on and be organized to include more elaborate, complex, and in-depth studies of major ideas, problems, and themes that interrogate knowledge within and across systems of thought.
2. The curriculum will allow for the development and application of productive thinking skills to enable students to conceptualize existing knowledge and/or generate new knowledge.
3. The curriculum will enable the students to explore.

9.02

Curriculum is differentiated in content, process, and/or product.

The Gifted and Talented Curriculum Frameworks were developed by the Trumann Public School District to better meet the needs of gifted students. The curriculum is differentiated in content, process, and product. Curriculum for the gifted differs not only in degree, but also in kind.

The student learning expectations in this document were developed through a consensus using the latest research and best practices in the field of gifted education. The basic purpose of the Trumann Public School District's Gifted Program is to extend the depth and complexity of the learning experience for the gifted student. Common practices within the curriculum for the gifted include:

1. Enrichment- Provide opportunities to study content that adds to or goes beyond that which is taught in the regular classroom. Identified G.T. students receive a total of 150 minutes of instruction a week during the regular school day.
2. Acceleration-Provide opportunities to study new material that is typically taught at a higher grade level than the one in which the child is currently enrolled. An acceleration policy guides the district in making appropriate decisions to meet the needs of the student. (See Acceleration Policy below.)

3. Individualization- Recognize the student's needs based upon his/her readiness level and interests.
4. Research-Acquire research skills necessary to explore areas of interest.
5. Remediation- Focus on closing any gaps which may have occurred during previous learning.
6. Social/Emotional Needs- Focus on the affective needs of gifted students.

The curriculum of the gifted incorporates the most important issues and concepts of differentiation and follows these concepts:

1. The content of the curriculum will focus on and be organized to include more elaborate, complex, and in-depth studies of major ideas, problems and themes that interrogate knowledge within and across systems of thought.
2. The curriculum will allow for the development and application of productive thinking skills to enable students to conceptualize existing knowledge and/or generate new knowledge.
3. The curriculum will enable the students to explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing.
4. The curriculum will promote self-initiated and self-directed learning and growth.
5. The curriculum will encourage exposure to, selected of, and use of specialized and appropriate resources.
6. The curriculum will provide for the development of self-understanding and the understanding of one's relationship to person, societal institutions, nature, and culture.
7. The curriculum will encompass elements, which distinguish it from being suitable for all students.
8. The curriculum will provide a variety of learning experiences involving content, process, and product.
9. Critical thinking, creative thinking, independent learning skills, problem solving, and logic are incorporated into the curriculum.
10. GT curriculum objectives must be in place of, rather than in addition to required classroom work for the students involved. The students must not be penalized for being identified as gifted by being given extra work.

To assure that curriculum opportunities are appropriate to the abilities, accomplishments, interests, and cognitive and affective needs of gifted students, modifications are made in content, process and/or product. Content refers to the body of knowledge presented to the student; topics are differentiated in breadth or depth. Differentiation may be made in level of complexity, tempo or pace of learning, or degree or kind of abstractness.

Another means of differentiation is the study of topics not ordinarily a part of the regular curriculum. The process skills, which should be a part of the curriculum for gifted students,

include critical thinking, creative thinking, independent learning skills, research skills, problem solving, and logic. The program also provides the freedom to study areas of interest in expanded levels of inquiry and the opportunity to develop a sense of individual worth and a responsibility to self and to society. Students investigate problems in depth and develop products which are communicated to appropriate audiences. The G.T. curriculum is based on the following processes that are considered fundamental to the development of a differentiation:

- Critical thinking-The identification and evaluation of evidence to guide decision making. A critical thinker uses broad in-depth analysis of evidence to make decisions and communicate his/her beliefs clearly and accurately.
- Creativity- A mental process involving the generation of new ideas or concepts, or new associations of the creative mind between existing ideas or concepts.
- Independent Learning- Student initiated experience planned to permit students to pursue an area of interest through research and projects with the guidance from the G.T. educator.
- Research- An organized and systematic way of finding answers to questions.
- Self-awareness/Affective Development- recognizing your own strengths and limitations and understanding your own emotions and the impact of your behavior on others in diverse situations.
- Problem Solving Students complete problems that require important skills of associative, inductive, and divergent thinking. They learn to recognize important ideas, examine the ideas from different points of view, and then find connections between the ideas.
- Logic- By investigating problems, Students use inference skills and principles governing correct thought process.
- Communication- The process of expressing ideas effectively through speech and the use of

The goals and student learning expectations outlined within the G.T. Curriculum should be considered a foundation, not a limitation, for the development of lifelong and independent learners.

The following activities in which the students participate allow for such differentiated curriculum:

K-2nd Grade

CREATIVE THINKING: Instruction will challenge all students and consider their unique capabilities in an atmosphere that fosters creativity and productivity, while building problem solving skills. Recognizing that gifts should be fostered, the activities at this level allows for individuality. Although identification is not made at this level, characteristics are noted.

3rd-8th Grade

INDEPENDENT PROJECTS: This unit allows students to focus on personal interests in all areas. Each topic chosen is developed through a number of student activities that vary in difficulty and

learning. The activities are intended to help each student become more skillful in interpretation of materials, application of independent study skills, and synthesizing ideas for creative thinking.

CLASS/GROUP PROJECTS: Students have the opportunity to develop problem-solving skills, maximize their accomplishments, while interacting with peers of similar abilities/interests. Students produce original products that demonstrate persistence and higher order thinking skills. Field trips and guest speakers reinforces the teacher chosen project.

9.03

Curriculum has scope and sequence to assure continuity.

Curriculum objectives are carefully sequenced for continuity. The development of the Trumann School Gifted and Talented scope and sequence prevents the “grab bag” approach. Teachers follow the scope and sequence when planning activities within the G.T. classroom.

10.00

EVALUATION

Arkansas Standards for Accreditation require that each school use procedures to evaluate the effectiveness of educational opportunities provided for gifted and talented students. Evaluation, as it is applied to the program for the gifted, involves both a determination of the program’s effectiveness and assessment of student growth. The purpose is to provide accurate, timely, and relevant information to decision-makers for improving program options offered gifted students.

The plan for evaluation is based on program objectives and is reviewed annually to determine its effectiveness in providing appropriate information. This ensures that program changes or modifications reflect relevant data. There are two purposes of evaluation: to provide information so that modifications and adjustments can be made in a program as it develops and to examine overall program effectiveness. The evaluation plan must contain procedures for assessment in both these areas. Only if the evaluation is carefully planned is it probable that really useful information can be obtained. To make reasonable judgments about the effectiveness of various facets of the program, all components should be included in the overall evaluation plan - identification, staff development, program options, curriculum, community involvement, program expenditures, and the evaluation process itself. A variety of procedures including questionnaires, surveys, charts, graphs, statistical analysis, anecdotal data, focus groups etc., should be used because different components of the program call for different techniques. Input should come from students, teachers, administrators, parents, school board members, other community members, and statistical analysis of enrollment and achievement data. Program evaluation should also reflect an assessment of how the gifted program contributes to and articulates with the overall district improvement plan. Evaluation of student growth must be based on appropriate and specific criteria and should include self-appraisal and criterion-referenced and/or standardized instruments. It must be kept in mind that program for

the gifted deal with a unique population. Gifted students' progress cannot be fully assessed by standardized tests, which have been normed on a heterogeneous group because these tests will not present a true picture of student growth in gifted students. In fact, if a student has scored at the top of the scale on a test, the phenomenon of "regression toward the mean" may result in a lower score on the retest. In choosing methods to measure student progress, care should be taken to ensure that the methods chosen: 1) are in agreement with program objectives; 2) involve the student in self-evaluation; 3) consider process as well as product; and 4) are appropriate and valid assessments of the population being tested.

The results are compiled into an annual report. This report is provided to the Arkansas State Department of Education, Office of Gifted and Talented, the local school board, school faculty and administration, parent groups and other appropriate audiences to seek formative feedback, resources, developmental assistance, and demonstrate reasonable accountability.

STANDARD EVIDENCE VERIFYING COMPLIANCE

10.01

The evaluation process provides accurate, timely, and relevant information to decision-makers for improving program options offered gifted students.

At the end of the school year, parents, administrators, classroom teachers, Identification Committee, and the Advisory Council are given the opportunity to evaluate the Gifted and Talented Program to measure the effectiveness of the program. The information from each instrument will be tabulated and analyzed by the G/T Coordinator and the results will be prepared in report form. From the report, the district should be able to determine if the goals and objectives of the program are being achieved; if students' are being effectively served; and the kinds of program modifications that should be made. All stakeholders are encouraged to participate in the evaluation process.

10.02

The plan for evaluation is based on program objectives.

The overall evaluation of the G.T. program is based upon all components of the program including staff development, identification, program options, community involvement, and the evaluation process. Information received was compiled, analyzed, and utilized by G.T. personnel to develop the program's goals, note areas of weakness and strengths. Information from the evaluation procedure provides data to assist in future planning and assist in assessing and planning the program. During the spring of each year, an annual evaluation of the program occurs. Surveys, questionnaires, and interviews are geared to measure the overall success for the program and evaluate the components to make plans for the upcoming school year. Informal interviews, checklists, opinion surveys, questionnaires, and interviews are means by which we may gather

data concerning the program. Parents, classroom teachers, students, district administrators, community members, school board members, and G.T. Advisory Council are given an opportunity to evaluate the program each year. Regularly conducted formative evaluations assist the coordinator in making executive decisions, while summative evaluation occurring minimally every three years as specified by state policies. Ongoing evaluations are utilized to assist in improving and continuing development of the program.

Information received from the evaluation is compiled, analyzed, and communicated to the ADE, as well as appropriate audiences. Data obtained assist in the development of future goals; identify strengths, and weak areas. All stakeholders of the gifted program have opportunities to review the report and are invited to continue with feedback throughout the year. Evaluation reports are used to make modifications and adjustments to the program to continue its effectiveness and continue respect for the program.

10.03

All components of the gifted/talented program are evaluated annually: identification, staff development, program options, program goals and objectives, curriculum, community involvement, program expenditures, and the evaluation process/plan.

The overall evaluation of the G.T. program is based upon all components of the program including staff development, identification, program options, community involvement, and the evaluation process. Information received was compiled, analyzed, and utilized by G.T. personnel to develop the program's goals, note areas of weakness and strengths. Information from the evaluation procedure provides data to assist in future planning and assist in assessing and planning the program. During the spring of each year, an annual evaluation of the program occurs. Surveys, questionnaires, and interviews are geared to measure the overall success for the program and evaluate the components to make plans for the upcoming school year. Informal interviews, checklists, opinion surveys, questionnaires, and interviews are means by which we may gather data concerning the program. Parents, classroom teachers, students, district administrators, community members, school board members, and G.T. Advisory Council are given an opportunity to evaluate the program each year. Regularly conducted formative evaluations assist the coordinator in making executive decisions, while summative evaluation occurring minimally every three years as specified by state policies. Ongoing evaluations are utilized to assist in improving and continuing development of the program.

Information received from the evaluation is compiled, analyzed, and communicated to the ADE, as well as appropriate audiences. Data obtained assist in the development of future goals; identify strengths, and weak areas. All stakeholders of the gifted program have opportunities to review the report and are invited to continue with feedback throughout the year. It is the goal of the

program to utilize the evaluation report to make modifications and adjustments to the program to continue to make it an effective and respectful program.

10.04

Data for evaluation are obtained from a variety of instruments, procedures, and information sources. The Gifted and Talented Written Program Evaluation will include all GT standard components and reflect the Programs goals and objectives.

10.05

Evaluation findings are compiled, analyzed, and communicated to ADE and appropriate audiences.

Data collected from the evaluations are compiled, analyzed, and communicated to the Arkansas Department of Education, Office of Gifted/Talented and other appropriate audiences. Reports are available for viewing and/or distributed to administrators, counselors, teachers, parents, community members, school board members, and G.T. Advisory Committee. The Program Approval is filed within the Gifted Education Office and copies submitted to all administrators to share with their staff and anyone requesting a copy. Based on findings of the evaluation, the designated personnel in the gifted program will implement modifications and adjustments to the program options to ensure its effectiveness and future growth.

10.06

Student progress is assessed, with attention to mastery of content, higher level thinking skills, creativity, and affective growth.

The evaluation of students' progress in the G/T Program will be based upon their achievement of program objectives, which are outlined in the Scope and Sequence. The students' progress in developing process skills will be evaluated as well as the quality of their products. Continuous evaluations are done through teacher observation, teacher-made-test, standardized tests and self-evaluations. Evaluation reports are sent to the parents for class activities or projects throughout the school year with attention to mastery of content, higher level thinking skills, creativity, and affective growth. Semester reports indicating the students' progress in relation to program goals are sent, with Parent/Teacher conferences available for parents during each semester. Through the evaluation of students we hope to not only keep parents informed of their child's progress, but also to gain information that will enable us to more effectively meet the needs of gifted and talented students.

10.07

Participation in the gifted program is noted on student transcripts and permanent records.

The Trumann School District recognizes the effort and talents of the gifted students. Students' transcripts and permanent records note their participation. Upon graduation, students earn a gold emblem on their transcript as special recognition of placement and participation in the Gifted and Talented Program.