

GOALS

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 appropriate methods which identify gifted and talented students methods which do not compare students but seek to see a complete picture of each child without discriminate based on culture, handicapping conditions, socioeconomic status, or any other condition.
- 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.
- Develop critical thinking skills in the areas of analysis, synthesis, evaluation, logical reasoning, inference, problem solving, decision making, and interpretation.
- 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.
- Develop self-directed and small group learning/research skills through the development of questioning techniques, information gathering, and research organization and presentation methods.
- 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.
- Experience affective growth through activities designed to enhance self-concept, interpersonal relations, the ability to cope with failure, leadership skills, and effective personal decision making.



Under the leadership of specialists in Gifted Education, the Marked Tree School District's Gifted and Talented Program provides activities to promote thinking skills, following the guidelines established by the ADE Gifted and Talented Division. Enrichment and extensive activities are provided to broaden the learning experience and provide a differentiated curriculum. Guided learning and exploration activities allow students the opportunity to explore areas of interest while building social development and life-long learning strategies. With the support of outstanding regular classroom educator, specialized trained teachers in Pre-AP and AP, or college level instruction, the students receive a curriculum second to none at all grade levels!

For more information, visit our school web page at:

<http://mtree.crsc.k12.ar.us>

Marked Tree Public Schools

GIFTED AND TALENTED PROGRAM

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G.T. PHILOSOPHY

Whereas it is the philosophy of the Marked Tree School District to provide a program for identifying and meeting the needs and interests of our gifted and talented students-We believe GT students have potential abilities in general intelligence, creative, or productive thinking, exceptional leadership and specific aptitude. These abilities must be cultivated, nurtured, and developed. Opportunities are provided to allow these students to interact with their peers and to work with materials, which challenge their abilities and encourage them to expand their abstract and reasoning abilities.



DEFINITION

“Gifted and Talented children and youth are those of high potential or ability, whose 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.”

IDENTIFICATION

The identification of Gifted and Talented students is an on-going process extending from school entry through twelfth grade. The following provisions for continuous evaluations are made:

Nominations of students for placement accepted any time by parents, teachers, peers, etc.

New students moving into the district must meet the criteria of the district. Parents are responsible to have G.T. file sent to the G.T. Coordinator by August 15th or 2 weeks after enrolling. It is recommended to notify G.T. personnel by Feb.28th to test for the following school year.

Permission must be granted before individual testing occurs. Data is gathered and analyzed which include, but not limited to, at least two objective measures, two subjective measures.

Testing includes a creativity test and Intelligence Test. Academic records are reviewed, including: Achievement Test and the Arkansas Benchmark Exam, student grades, and teacher and parent behavioral I rating.

Identification is made by a committee of at least five personnel with placement letters sent by September 15th or one-month after testing, if for the current school year.

Window of testing: August 15-30th and Feb. 28-April 15th. Students not placed will be monitored periodically throughout his/her school experience for possible placement. Parents should contact GT personnel to review file for the next school year.

PROGRAM

Identified students' placement is based on their abilities, needs, interests, and resources of the district. Models utilized part of many nationally recognized models.

ELEMENTARY (K-3)

Whole class enrichment provided for all students.

- G.T. Frameworks
- All levels of Bloom's Taxonomy
- Krathwohl's Taxonomy of Affective Domain
- Creative and Critical Thinking Tasks
- Enrichment units

INTERMEDIATE (4-6)

Identified Gifted Students served 150 min. per week in G.T. House

- G.T. Frameworks
- Higher levels of Bloom's Taxonomy
- Creative and Critical Thinking Tasks
- Independent Projects
- Exploratory Activities
- Enrichment Courses
- Academic Competition~ Robotics, Quiz Bowl, Chess, and more
- Hands On Math and Science

Jr. High and High School (7-12)

Identified Gifted Students served by trained Pre-AP and AP educators.

- Higher levels of Bloom's Taxonomy
- Creative and Critical Thinking
- Rigorous Courses
- Options: Competitive Teams