

# **Marked Tree School District**



## **Policy Handbook**

**Rules and Regulations  
Program Approval Standards**

**Mrs. Teresa Rogers: G.T. District Coordinator**

**Marked Tree Public School**  
**Gifted & Talented Program Handbook**

Digital page numbers are noted.

Mission Statement.....	3
Philosophy.....	3
Definition.....	4
Community Involvement (4.0).....	5-6
Staff Development (5.0).....	6- 8
Personnel (6.0).....	9-15
Identification (7.0) .....	16-24
Program Options (8.0).....	24-33
Curriculum (9.0).....	33-40
Evaluation (10.0).....	40-44

## **Mission Statement**

The Marked Tree School District, with children as its first priority, is committed to:

- High expectations for students and staff;
- Environments that are safe, orderly and committed to continuous learning;
- High quality, effective instruction that is rigorous and relevant to the 21st century learner;
- Success for ALL with the daily, intentional use of effective strategies and interventions;
- Collaboration as a key element among stakeholders;
- Partnering with parents and community members to better serve students.

Lastly, in doing so, the Marked Tree School District continues its commitment to serve

**“Every Child, Every Day, at Every Opportunity!”**

## **Philosophy**

The Marked Tree 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 Marked Tree 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, Marked Tree 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 Marked Tree 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 Marked Tree Public School 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 Marked Tree 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 Marked Tree 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 Marked Tree 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, 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.”***

Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of the following:

- Above average intellectual ability
- Task commitment and/or motivation
- Creative ability

### **3.02**

Approved Administrator/Coordinator of Gifted Programs: This refers to a specialist who has attained 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 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 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 specialist 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 Marked Tree 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. Program information is relayed through correspondence, news release, presentations, parent teacher conferences, open house, or other appropriate methods. In addition, students and parents are encouraged to be actively involved by serving on committees, volunteer within the program and community.

### **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 administrator's reports are some ways information is distributed concerning announcements and GT opportunities. Suggestions are always welcome by e-mail conferencing, or by completing the annual GT evaluation.

### **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.

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 by brochure, newsletters, letters to parents, meetings, handouts, school web page with the program's link, meetings, and PowerPoints. 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 class during presentation.

The GT Program posts photos on the district's web page and has photographs of special projects to share. The GT web page highlights the program on a regular basis and communicates with the community of activities associated with gifted education.

Parents are continuously updated of activities available within the program, upcoming presentations, field trips, etc. Communication by e-mail, correspondence, newsletter, or via phone are sent on a regular basis.

The district's G.T. web site includes program regulations of gifted education, referral and testing procedures, G.T. extra-curricular activities and dates, and announcements concerning gifted education offers outside of the classroom (after school classes or summer 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. As well as formal staff development, informal staff development occurs by handouts, e-mails, meetings, as well as by encouraging certified personnel to view PowerPoints pertaining to gifted education, which are posted on the G.T.'s web-page. Elementary staff receives informal training in gifted characteristics, Kingore Inventory Observation, identification procedures, and evaluation procedures. Intermediate, J.H. and H.S. staff receives informal staff development concerning gifted education, including topics such as: differentiation, identification, evaluation. Staff development within the field of gifted education is funded by school districts or educational agencies, in particularly for Pre-AP and AP training.

## 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 Marked Tree 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, handouts, or on-line viewing of district's G.T. PowerPoints. The plan rotates topics 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 work hard to promote gifted education by:

- Sharing articles and other professional information.
- Providing information on gifted and talented workshops.
- Informal announcements or presentation during short in-building staff meetings.
- Sharing identified students' products with staff
- E-mails, conversations, etc.

The district G.T. Coordinator will be responsible, with the assistance of the Principals or 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.

Jr. High, and H.S. teachers will be trained in Pre-AP (Pre-Advanced Placement), AP (Advanced Placement), or Secondary Content for Gifted by College Board or ADE approved institutions. 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 educator to acquire certification within the recommended time frame; the Principals may request training and will oversee such. Documentation is required by the ADE and must be turned in regularly.

Requirements by educators serving gifted students include:

SECONDARY CONTENT	PRE-AP	AP	Concurrent Credit
Roster for each course	Roster for each course	Roster for each course	Roster for each course
Documentation Form	Documentation Form	Class Syllabus	_____
Lesson Plan/ Sample	Lesson Plan/Sample	_____	_____
Sec. Content Certificate on File or Pre-AP Certification on File (Renew Secondary Content every 3 yrs. or Pre-AP every 5 years.)	Pre-AP Certificate on File (Renew every 5 yrs.)	AP Certification on File (Renew every 5 yrs.)	_____
<b>All Secondary Content or Pre-AP Educators MUST submit lessons with documentation form each quarter, as well as a student work sample.</b> <i>*Sample- 1 sample from the group.</i>		_____	_____

Teachers certified in Advanced Placement or Pre- AP should renew their certification every five years. Current or updated certificates must be on file and it is the educator’s responsibility to renew and submit certificates to proper personnel, including the G.T. Coordinator. Teachers serving through secondary content are encouraged to obtain training every three years.

### 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, district administrators, teachers, and support. The G.T. coordinator/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 available in hard copy or internet to administrators, educators, parents, and community. Brochures, handbook, and Program Approval will be distributed to 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 15<sup>th</sup> report. The report is also available by contacting any administrator, G.T. Coordinator, or by viewing posting on teacher’s lounge bulletin board.

## **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 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**

Persons who administer a program for gifted and talented students, kindergarten through grade twelve, must 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/G.T. 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 administrators, coordinators and teachers 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) Enthusiasm for gifted programming and prioritizing G.T.
- c) The ability to be flexible in time, pace, materials, instructional patterns, etc.
- d) Confident and skillful public relations
- e) Good sense of humor

- f) Accepting or 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

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 Marked Tree Teacher of the Gifted

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

- a) Six graduate hours in gifted education completed by June 1 of the first year of teaching G.T students.
- b) Twelve graduate hours in gifted education completed by June 1 of the second year G.T students.
- c) Eighteen graduate hours in gifted education completed by June 1 of the third year of teaching G.T. students.
- d) G.T. Coordinator should hold a Master's Degree to qualify for the position or show intent to obtain one in the near future.

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

- a) Willingness to accept responsibilities as a teacher/coordinator of the gifted, as stated in the job description.
- b) Good communicator with parents/teachers, and students
- c) Enthusiastic about teaching

#### Personnel Records

The superintendent/assistant-superintendent or their designated representative maintains and keeps updated records or 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. Other forms required by the office (S.S. card/ATR form/etc.)

The Marked Tree 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 Marked Tree 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 administrators, coordinators and teachers of the gifted. A written job description for administrator/coordinator and facilitator(s) will be kept file within the G/T and Superintendent/Assistant-Superintendent Offices.

The coordinator/facilitator(s) will perform a variety of duties that promote integration of the gifted program with regular education. During identification, data collection, and compiling data for G.T. Program Approval, the G.T. facilitator will assist the Coordinator, as needed. It will be the discretion of the administration, with input from the G.T. coordinator, how to divide duties and responsibilities.

The coordinator/teacher 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, send-out, Pre-AP/AP program, and Secondary Content. The G/T Coordinator/teacher will provide assistance and 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 takes care of all administrative paperwork, reports and correspondence relating to the Gifted Program, with completion of building correspondence by assigned G/T educator(s) or AP/Pre-AP/Secondary Content educators. Personnel related to gifted services receive may obtain guidance or assistance, from administrators or from the G.T. Coordinator. The G.T. administrator/ coordinator/teacher job descriptions include:

### *Administrator/Coordinator of Gifted and Talented Education*

The Administrator/Coordinator of Gifted and Talented Education reports directly to the Superintendent and Principals/Assistant-Principals. The Administrator/ Coordinator directs 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 Administrator/ Coordinator 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, the administration, school board, GT program personnel, 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. Acquaints staff members with the state district procedures, rules, and regulations
- b. Prepares handbook of the Marked Tree School District's Gifted and Talented Education Program
- c. Prepares annual timeline of program activities and deadlines
- d. Provides classroom support to educators, giving assistance, support and resources for teachers serving the gifted within the regular classroom
- e. Assists school staff in the referral process; help to determine the need for assessment/ evaluation.
- f. Assists in resolving conflicts.
- g. Attends committee meetings, and other conferences established by the district or educational co-op.
- h. Promotes teacher in-service in gifted education for identification and implementation of program and post informative Powerpoints for viewing throughout the school year.
- i. 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 class work, future options and educationally related issues.

#### 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. Evaluate the district program and individual school programs to strengthen service to GT students by obtaining data from teachers, students, and parents.
- g. 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 (ADE Program Approval)
- 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. Administrators and teachers 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 Administrator and teacher 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.
- f. Regularly communicates progress of program to parents, staff, and stakeholders.

#### VI. Assistant to Advanced Placement Coordinator

Collaborative efforts by the Administrators, G.T. Coordinator, Counselor(s), and AP Coordinator complete the necessary duties to follow recommendations by the College Board. The G.T. Coordinator acts as an assistant to the AP Coordinator/H.S. Counselor by completing the following:

- a. Communicate with subject area teachers within the Pre-AP/AP department, as needed.
- b. Maintain record keeping procedures of Pre-AP/AP certificates and required documentation (See 5.01 chart).

- c. Share communications concerning teacher training and curriculum development activities to Administration.
- d. Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation, with focus on gifted students within the program.
- e. Demonstrate knowledge and understanding of the Advanced Placement Program.

### Facilitator/Teacher of Gifted and Talented Education (Elementary)

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

#### I. Pupil Services

- a. Develops lesson plans for instructional materials following guidelines within the district's scope and sequence.
- b. Utilizes a variety of instructional procedures designed to meet the needs of the gifted students.
- c. Provide activities promoting the development of higher order thinking, as well as critical, creative, communication, independent learning skills
- d. Assists and implement the Marked Tree School District's procedures for identifying gifted and talented students.
- e. Actively involved in the Identification and Advisory Board Committees for the G.T. program.
- f. Implements district's goals for the gifted and talented education program.
- g. Creates and maintain an atmosphere conducive to creative risk-taking and divergent thinking.
- h. Analyzes students' abilities and completes observation inventory of all K-3 students, with assistance from elementary staff.
- i. Encourages student independence and self-directed learning.
- j. Involves students in self-evaluation of products and program.
- k. Regularly communicates progress of program to parents, staff, and stakeholders.
- l. Advices and counsels parents of student's classwork, future opportunities, and educational related issues.
- m. Promotes the recognition and special needs of unidentified gifted and talented students prior to formal placement.
- n. Implements individual behavior management techniques, when needed, which facilitate positive learning experiences.
- o. Other duties as assigned or needed.

#### 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 elementary classroom teachers for appropriate methods in curriculum to assist with G.T. lessons outside of the gifted resource room.

- e. Identify community and regional resources that may enhance the students' talents and share information with all involved in gifted education.
- f. Encourage student participation in out-of-school learning experiences
- g. Utilizes a variety of instructional procedures designed to meet the needs of the gifted students.

### III. School-Community Relations

- a. Meets with parents as needed.
- b. Keeps parents informed on a continuous basis of the student's growth and current/future opportunities.
- c. Assists parents in the referral process; help to determine the need for assessment/evaluation.
- d. Encourages community awareness of the GT program and its activities.
- e. Assists on the advisory committee and attends regular scheduled meetings.
- f. Provides diversity and enrichment in the curriculum and promotes the school.
- g. Encourages active parent/community volunteer participation in the GT program.
- h. Provides a liaison between elementary parents and the GT program in the schools; elementary classroom teacher and the elementary administration.

### IV. Professional Development

- a. Participates in professional activities that are related to gifted and talented education.
- b. Attends 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. Assist with curriculum development and differentiated educational planning.

## **6.06**

Regularly scheduled time is provided for administrators, coordinators, and teachers of the gifted who perform administrative duties beyond direct service to identified students.

Curriculum development and differentiated educational planning times will be provided for the G/T Coordinator and teacher to coordinate and align enrichment programs, as well as complete duties, as described in the job description. Building principals should encourage meetings within the department, with time allotted for such from across the district.

Additional planning time will be allotted, as needed, for the program coordinator to complete departmental chair responsibilities and duties announced by the ADE. Flexible scheduling should be allocated for the G.T. coordinator to assume responsibilities affiliated with administrative roles within the program, while continuing to allow for quality classroom instructional planning, as well as time to sponsor/coach educational competitions, such as quiz bowl, chess, etc. Daily schedules should be given to promote parental communication, as well as guidance for gifted students in grades K-12. Administration is encouraged to accommodate the demands of the Gifted and Talented Coordinator to allow for such demands and recognize the numerous duties extending beyond service to identified students. In addition, extensive planning time for the G.T. coordinator should coincide with the recommendation of ADE Office of Gifted and Talented.

## **Identification (7.00)**

The process for identifying students in the Marked Tree 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.

**(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. As pursuant with state rules and regulations, a public announcement is made notifying stakeholders of the nomination process.

**(7.03)** A committee of at least five members chaired by trained specialists in gifted education (GT Coordinator/ Elementary GT teacher) 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, although the members may vary according to grade level. Members of the committee are made aware of the identification policies and procedures and the nature of the program. The committee will review data for initial placement, annual reviews, exit from the program, transfer student and any time a placement decision is in question.

Members of the G.T. Identification Committee will be comprised of, but not limited to:

- G/T Coordinator (chair)
- Administrator(s)
- Counselor(s)
- Teacher(s)

Recommendations are based on the committee's decisions involving what is considered best for the student's total development. In addition the committee will review data for annual reviews, exit from the program, transfer student and any time a placement decision is in question.

## **Process for Identifying**

The process for identification has several stages: Referral Phase, Data Collection, and Placement.

**(7.01):**

### **Referral Phase (Nominations)**

Referrals are sought from a variety of sources to ensure that all potentially gifted and talented students have an opportunity to be considered. Consideration of placement may be made at any time, however testing will occur during either the Fall/Spring testing period or when schedule allows. (7.09) Referrals may be made by teachers, principals, peers, self, parents or community members. After a student has been referred, the screening process begins. It involves a case study

approach using multiple criteria based on the district's definition, program goals, and characteristics of giftedness. Referrals may be submitted at any time, regardless of the student's grade level or time of the year. Once a student has been referred, parents/guardians are notified and asked to sign a permission form to allow for special testing to obtain necessary data to use for placement decisions. In addition, parents are informed of the criteria for placement in the gifted program. (7.08)

### **Data Phase**

Procedures for obtaining data for referrals include at least two objective assessment methods and a creativity test. Achievement test scores are used to indicate performance. Procedures for obtaining additional information include subjective data such as checklists, rating scales, biographical data, product evaluations, auditions, interviews and grades. Information may be obtained from multiple sources which may include teachers, counselors, parents, community members, peers, and students themselves.

### **Instruments Used For Student Identification**

Data is collected on nominated students to determine if this interaction is present. The criteria for placement is based on the student's levels of ability, creativity, and motivation are considered individually and in combination to guide the placement decision. The case study approach allows insight from a variety of tools and procedures which may include:

#### *Ability*

- Standardized Achievement Test
- ACT Aspire Score
- End of Course Scores
- Intelligence Index (K-BIT)
- Scales for Rating the Behavioral Characteristics of Superior Students
- School Ability Test
- Parent Rating of Student
- Kingore Observation Inventory (KOI)
- Other appropriate/available information

#### *Task Commitment and/or Motivation*

- Grade-Grades are an indication of how the student functions in a non-differentiated classroom and not considered an indicator of how well the student will perform in a differentiated classroom.
- Scales for Rating the Behavioral Characteristics of Superior Students (Motivational Scale)
- Teacher and Parent Questionnaire
- Portfolio (Optional)
- Other appropriate/available information

#### *Creativity*

- Torrance Test of Creativity or Williams Test of Creativity, Exercise in Divergent Thinking

- Scales for Rating the Behavioral Characteristics of Superior Students (Creativity Scale)
- Parent Information
- Portfolio (Optional)
- Other appropriate/available information

The information is compiled to form a profile of the student and is reviewed for reasons a child should participate in the program as opposed to reasons s/he should not participate. Placement is based upon documentation of expressed need or potential. In addition, the level of the student's need for the services offered by the district is a factor in the placement decision

### **Placement Phase**

The placement decisions are based on multiple criteria. No single or cut-off score is used to include or exclude a student. One item is not a decisive factor in the placement of a student in the gifted and talented program. The emphasis throughout the placement phase is to find the best match between the students' instructional abilities and the appropriate instructional setting. 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. (7.05)

The identification process yields information obtained through a variety of procedures and from multiple independent sources. Objective and subjective measures, as well as a variety of multiple independent sources are reviewed to assist with the identification process. Some examples include (7.04):

- **Subjective Measures:** At least two subjective measures will be used which may include: Teacher Rating, Parent Questionnaire, (Renzulli Scales or modified version), Product evaluation, Checklist for Identifying Language-Minority Students with High Potential, Kingore Observation Inventory (KOI).
- **Objective Measures:** At least two objective measures will be used, which may include: Achievement Test Scores, Arkansas Benchmark Exam, End of Course, Kauman Brief Intelligence Test or Reynolds Intellectual Assessment Scales, Naglieri Nonverbal Nonverbal Ability Test (Optional), Ravens Progressive Matrices (Optional) (Note: only one IQ test will be given)
- **Creativity Test:** The creativity test must be one of the two subjective measurements used. Example may include one of the following: William's Test of Creativity, Exercise in Divergent Thinking or Torrance Test of Creative Thinking.
- **Other-** Student grades, Portfolio with Product Samples, Awards, Special Recognition, Intellectual competitions, such as Quiz Bowl, Writing Competitions, Art Competitions, etc. (Inside or outside of school awards may be included).

This data is compiled to form a profile of the student and a file is made to store data, etc.

### **Placement Recommendation**

The identification process is shared with the committee before a placement decision is made. The Identification Committee uses a case study approach allowing insight from a variety of tools. Each student's case study is given a number so that the committee does not know the names of the nominees 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.

After reviewing data, the committee makes recommendations based on what is considered best for each student's total development. Committee members review the decision and sign/initial the records to verify placement decision. Once the selection has been made, notification is sent by mail to the parents/guardians regarding the committee's decision. Within the correspondence, a consent to serve form is enclosed for those that were selected for GT services/placement. (7.08)

Those not identified at this time have files placed within the screening pool for periodically monitoring and reconsideration. Throughout his/her school experience, student records will be checked to see if he/she may qualify for gifted services. 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. Parents should notify the school prior to the testing period if interested in being reconsidered for the GT program. (7.09)

### **Non-discriminatory Instruments of Identification**

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. (7.06)

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 Marked Tree School District's Gifted and Talented Program. Procedures to ensure non-discriminatory include:

- Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics associated with giftedness.
- Kingore Observation Inventory is used with all students in grades K-3, equal opportunity is given to all students regardless of diversities.
- Permission for assessments forms are available within the native language, if requested and/or a meeting with the G.T. Coordinator and translator to review procedures concerning gifted education.
- 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.
- Local district norms are developed for special ethnic groups, tests are administered in the child's native language or only the non-verbal format of the assessment is given.

- Students with special needs are screened in the same manner as the general population; however individual creativity test may be administered individually 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 disburse materials and receive obtain assistance from the district's Special Needs Coordinator to assistance in areas related to student identification, placement, and program for students with cultural or handicapped differences.

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.

Identification of gifted/talented students is an ongoing process extending from school entry through grade 12. Procedures include opportunity for consideration and placement at any time.

Early Identification-Elementary students in kindergarten thru third grade are continuously monitored by the GT teacher that specializes in recognizing characteristics associated with giftedness. The GT teacher notes gifted characteristics using the Kingore Observation Inventory (KOI), in addition, the regular classroom teachers receive training to recognize such characteristics and note characteristics, as well. Charts are kept to help with the formal identification process, as well as recognize potentially gifted students.

Students in grades 4-6 may be referred for the G/T resource room, also known as the send-out program. The G.T. Coordinator will test the students using the procedures set forth for the program.

### **Identification during JH/HS**

Students in grades 7-12 may also be referred and tested for G.T. placement. Placement procedures are the same, however identification committee members may include counselors/administrators within the building level of the student nominated.

Each student being placed in the Gifted Program at the secondary level (beginning at 7<sup>th</sup> grade) must fulfill the G.T. Identification guidelines and participate in at least one honors level class (ex. Pre-AP, AP, College Courses) per school year. Each student's schedule is checked annually to assure that fulfillments are being met. If the student is not registered in at least one Pre-AP, AP, or College

Course, the student will have the option of being served by Secondary Content (if offered) class or will be placed as inactive until this requirement is fulfilled.

### **Transfer G/T Students**

Transfer students who have been identified for G/T in their previous school will be considered for services by the identification committee. It is advised to have the student's GT record transferred to our district prior to the identification's placement decision. Following the identification committee's decision, notification will be sent to the parents/guardian regardless of the placement decision.

### **Assurances**

Student data and placement decisions are kept on file for at least five years or for as long as needed for educational purposes. In addition, copies of signed letters and permission slips are placed in the students' folders. Program placement forms are also added to give a history of provisions in which the student has been served. The G.T. class rosters and/or placement decisions are given to principals, counselors, and teachers each year. (7.09)

### **Disseminating Instructionally Useful Information**

Instructionally useful information about individual students obtained during the identification process is communicated to the instructional staff regardless of final placement decisions. Dissemination of such information that is considered helpful to better serve a student may be shared with the regular classroom teacher by the G.T. Coordinator either verbally through a casual conversation or by other means. Written forms may also be given to add to the regular classroom student file. No other personnel has permission to see a child's record without consent by the parent/guardian. (7.07)

### **Parental Involvement during Identification & Placement**

Written identification and placement procedures include parental involvement which includes:

- . Permission to Test
- . Criteria for Placement
- . Permission to Participate
- . Non-identified Students
- . Appeal Procedures

- a) Permission to Test -Parents are notified of their child's referral for the gifted program in letter form. Permission to test forms must be returned to begin assessment.
- b) Criteria for Placement - Information is distributed to explain the placement process and/or the G.T. Coordinator, Counselor(s) and Administrators are available to explain the criteria utilized and how they represent an overall "picture" of the student's ability or potential. Parents are welcome to contact G.T. Coordinator to discuss the criteria.

- c) Permission to Participate - Parents are notified by letter of their child's eligibility for program participation along with a consent form. Students are placed in the program upon receipt granting consent to participate. (7.08)

After annual review of students' placement in the G.T. program, "Permission to Serve" forms are sent to identify G.T. students for the current school year. This form will be used as documentation granting permission to serve each year of service. Forms are distributed at annual review, Open House, in class or by e-mail, if needed.

- d) Non-identified Students- 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. If it is necessary to re-evaluate the student, parents will receive a letter explaining the process and a form to grant permission to retest. Parents should notify the GT Office if they would like for their child to be reconsidered for the following school year.
- e) Questions Concerning Placement- Within the placement letter, parents are informed to contact the G.T. Coordinator or Principal if they have any questions of the decision. The G.T. Coordinator will arrange a conference to discuss the placement with the parent.
- f. Appeal - Parents and/or classroom teachers may appeal the decision of the placement committee or the annual review committee. Parents must complete a formal written appeal with parents noting why their child should be placed or reconsidered.

## **Due Process**

It is the policy of Marked Tree School to inform the parent/guardian of the identification process. The parent/guardian shall have the right to refer a student for consideration and ask the committee to consider any pertinent information or data. Before any testing (unique to G/T identification) is done, permission shall be obtained by the G/T Coordinator for testing that student. After the identification and placement decisions have been made, the parent/guardian shall be informed as to whether the student has been placed in the G/T class. The data summary sheet shall be available for parent/guardian inspection, but those of other students shall not.

If a parent/guardian and/or classroom teacher disagree with or questions a placement decision, a conference may be requested to discuss the data used in the placement decision. Conference attendees will include the G/T teacher, building principal, and parent/guardian. If the parent/guardian still disagrees with the decision, a written appeal should be filed with the rationale of why the student should be placed within ten days of receiving the placement notification. The identification committee, which will be composed of the original identification committee and two new members. The two members must be educational professionals and familiar with the identification process. They shall be convened to consider the placement of the student. All data used in the initial decision and any additional data, including at least 2 objective and 2 subjective assessments (data must include a creativity assessment) will be used to determine placement. The decision of the committee will be communicated to the parents. This process shall be done in a timely manner.

## **Appeal procedure**

A parent/guardian may appeal the decision of the placement/identification committee by using the following procedures (7.08):

1. The parent/guardian will file an appeal in writing with the Gifted and Talented Coordinator within ten days.
2. The G.T. Coordinator will inform the Identification Committee of the appeal.
3. The G.T. Coordinator will meet with the Superintendent or his/her designee to discuss the appeal.
4. The Superintendent or his/her designee will appoint an Appeal Committee. This committee will be composed of an administrator, two members of the original identification committee, and two members not on the original identification committee, however these two members will be professional and familiar with the identification process. The G.T. Coordinator will serve as the chair of this appointed committee.
5. During the appeal procedure, the parent/guardian may address the committee and/or the Superintendent or designee. However, the parent/guardian must leave before any discussion or decision is made.
6. The Appeal Placement Committee will review the student's records obtained through a variety of procedures and from multiple sources. At least two objective measures and two subjective measures (one of which must assess creativity) are used in determining placement.
7. The parent/guardian and Superintendent/designee will receive written notification of the committee decision.

## **Annual Review of Student Placement**

Once a student enters the program, an annual review of students' file will occur which provides assurance for continuation of gifted services and long term identification. Parents will be notified by letter of any concerns or if there is to be any changes of placement. The change of placement will be decided by the Identification Committee, utilizing multiple criteria with procedures used for initial placement. It is our desire that the student will continue receiving G.T. services. Those exiting the program will follow the procedures outlined in the Exit Policy. (7.09)

## **Exit Procedures**

The Gifted Program options strive to meet the special needs of gifted individuals. However, if data should indicate that the student's needs are no longer best met through the services of the Marked Tree's G.T. Program options, then an exit may be considered.

Exit from the Marked Tree's Gifted and Talented Program (Grade 4-12) may be initiated by student, parent/guardian, G/T personnel, classroom teacher, counselor, or administrator.

Exit procedure decisions may be based on, but not limited to, G.T. and/or classroom teacher recommendation based on observations of student behavior, performance, and/or products; counselor recommendation based on interview(s) and/or observations; student/academic performance or G/T participation desire: parent request.

A student or parent may also express concerns that could warrant exit procedures. A student's concerns should be discussed with the parent before a decision is made. If a parent/guardian decides that G.T. services are no longer warranted for his/her child, the child would not be required to participate. However, a signed withdrawal form must be submitted by the parent.

When school personnel initiate exit concerns, multiple criteria must be collected with at least two objective and two subjective measures (one with measure creativity) being included. No single criteria can be used to exclude a student. Then, a conference will be held with the parent/guardian in an effort to improve the student's performance. An improvement plan must be created with improvement clearly stated. Throughout the improvement stage, gifted and talented participation must remain in place where the student continues gifted services. Following this stage, a committee of at least five school personnel (one of which is the student's building administrator) who are involved with the student and is chaired by the G.T. Coordinator will review the required data sources-at least two objective and two subjective (one of which must assess creativity) and makes a decision about what placement would be most appropriate for the student.

Following the committee meeting, the parent/guardian will be notified of the committee decision. If it is an exit decision, then the current available data should indicate that the program is not what is most appropriate for meeting the student's needs. Notification and signature by the parent(s)/guardian is not required, however a notice is sent to the parent to make them aware of the decision concerning the program is no longer meeting the student's needs.

### **Maintenance & Confidentiality of Files**

Student data and placement decisions are kept on file for at least five years or for as long as needed for educational decisions. Information is kept on file with access limited to staff concerned with the education of the student and to the students' parents. The G.T. Coordinator shares any information, which would be educationally useful to the teachers, in a confidential and private manner. (7.09)

### **Program Options (8.00)**

The Marked Tree Gifted & Talented Program is systematically developed with long-range goals that are coordinated to guide the development of the gifted students. They are coordinated to guide the development of gifted students from the time starting school 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 need of our gifted population. (8.01)

The following goals have been written that are coordinated to guide the development of gifted students from the time they start school 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:

- The program will 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 and do not 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.
- 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, 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 of 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 skills affiliated with Gifted Education, using these skills as a map for the optimum development of each gifted student
- Opportunities for enrichment in the arts will be provided students.

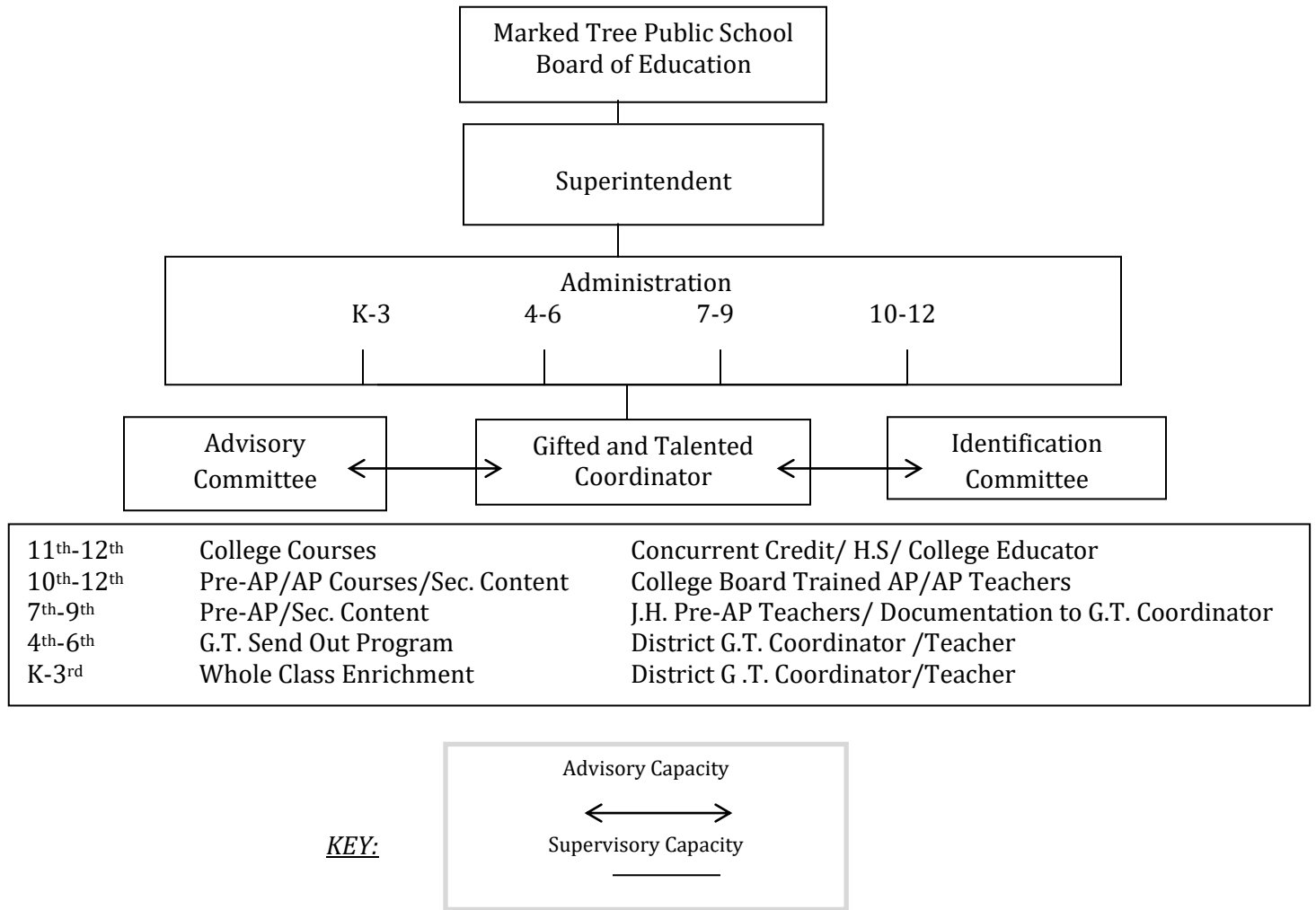
### **Core Goals**

- Students will realize that no one can teach them as well as they can teach themselves; Students 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 a ban on mediocrity will be a paramount rule of the program.
- Broad themes, appropriate for integration within several disciplines, will be used to provide 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 potential.

**8.02**

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

**TABLE OF ORGANIZATION**



Concurrent Credit/College Educator: An educator who has attained licensure to teach at a H.S. and college level. Classes are offered to students in grades 11<sup>th</sup> and 12<sup>th</sup> who obtain college credit, as well as high school. Classes are college level; students enrolled must demonstrate initiative, motivation, and time management skills. \* *Currently, the students are leaving campus to attend ASUN. The courses are college courses and not considered concurrent credit.*

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 10<sup>th</sup>-12<sup>th</sup> are served in AP courses.

Pre-AP Teachers: Pre-Advanced Placement educators serve the gifted and talented students in grades 7<sup>th</sup>-9<sup>th</sup>. 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. Teacher: The specialist in gifted education 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 Professional Certification Department for add-on endorsement in gifted education and provides instructional services for all students in grades K-3. The Elementary G.T. teacher/ facilitator completes responsibilities for the elementary building and allows for a smooth transition of records and curriculum for students nominated into the G.T. program at the next level.

G.T. Coordinator: A specialist 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 Certification Department for add-on endorsement in gifted education and develops and coordinates programs and services for identified gifted students in kindergarten through grade twelve.

The Gifted and Talented Program Coordinator plans, implements, 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 provides instructional service to students in grades 3-6 within a Send-out program and works closely with G.T. Facilitator, Pre-AP/AP, classroom teachers, counselor, and administrators to properly serve identified G.T. students.

Building Principals/Administration: Administrators meet with the G.T. Coordinator/ Facilitator to assist in the proper curriculum development and are advocates for gifted education. Administration works closely with the G.T. Coordinator/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-The Superintendent manages the school system and provides leadership according to the Marked Tree 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 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 Marked Tree 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 giftedness. Placement is based upon the identified need of the student for program services offered through the resources of Marked Tree Public Schools and the G.T. Program.

#### **Elementary**

- State District Performance Standards
- All levels of Bloom's Taxonomy
- Krathwohl's Taxonomy of Affective Domain
- Creative and Critical Thinking Tasks

- Exposure to new topics: foreign language, sign-language, fine arts.
- Enrichment units
- Provision of wide range of materials appropriate for gifted learners.

### **Intermediate**

- State and District Performance Standards
- Higher levels of Bloom's Taxonomy
- Creative and Critical Thinking Tasks and Projects
- Independent Projects
- Accommodation of student learning style
- Exploratory activities- speakers, field trips
- Enrichment Courses
- Quiz Bowl Competitions
- Chess Competitions
- Small group enrichment units
- Research on advanced themes or topics
- Differentiated instruction in content area via technology and/or instruction
- Publication of student work/ products in school or community sources.
- Participation in above grade level course work
- Participation in Destination Imagination type activities (non-competitive)/whole class exposure
- Participation in First LEGO League Robotics (non-competitive)/ whole class exposure
- Provide state-of-the art technology to support appropriate services
- Flexible grouping arrangement to ensures learning from intellectual peers

### **Jr. High and High School**

- State and District Performance Standards
- Higher levels of Bloom's Taxonomy
- Creative and Critical Thinking
- Numerous Class Projects
- College credit courses
- Pre-AP and AP courses
- Technology Development Course
- Academic competitions- Model UN, Quiz Bowl, Academic Competition, etc.
- Grade level acceleration
- Student Council
- Projects fairs
- Publication of student products in school or community sources
- Opportunity to promote community

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  
Which may include: complete topics with various resources, PowerPoints, or alternative displays.
- d. Thinking Skills  
Which 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, mentorship, 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-3 Whole Class Enrichment Program  
30 minutes once a month with the GT Coordinator/30 minutes weekly with specialist assisting in providing enrichment opportunities.
- 4<sup>th</sup>-6<sup>th</sup> Grade Send-Out Program  
Identified G.T. students are served 150 minutes per week within the GT Resource Room
- 7<sup>th</sup>-9<sup>th</sup> Grade Identified G.T. Students  
Students are served through Pre-AP Courses, Secondary Content courses.  
Students are recommended to schedule 30 minutes a month to meet with G.T. Coordinator (Teacher Advisory Period: Days available-Mondays.)
- 10<sup>th</sup>-12<sup>th</sup> Grade Identified G.T. Students  
Students are served through Pre-AP/AP Courses, Secondary Content, and College Courses.  
Students are recommended to schedule 30 minutes a month to meet with G.T. Coordinator. (Teacher Advisory Period: Available Mondays.)

## **Acceleration Policy**

The Marked Tree School District recognizes the need of educational alternatives for students who demonstrate advanced academic achievement. Acceleration is used to match high level academic ability and specific talent with optimal learning opportunities. There are many forms of acceleration strategies to meet the needs of our students, such as grade skipping, subject acceleration, etc. The purposes of acceleration as a practice are:

- 1) To adjust the pace of instruction to the student's 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
- 3) To reduce the time period for students to complete traditional schooling (NAGC, 2008).

### Acceleration Referral

A student may be referred for acceleration by a parent, administrator, counselor, teacher, or student. A written request stating the reason for referral should be made to the G.T. Coordinator. While the needs of the student should dictate when acceleration decisions are considered, the Marked Tree School District believes the optimal time for referrals is in the spring which gives adequate time for working through the determination process and for preparing those concerned for a smooth transition to the acceleration beginning in the following school-year.

### Acceleration Committee

Once a referral for acceleration is made to the G.T. Coordinator, the principal will be notified and a committee formed. A committee of at least five members chaired by a trained specialist in gifted education and including administrators, teachers, and/or counselors will make professional decisions on acceleration placement of the student.

### Factors Considered by the Acceleration Committee

In reaching a decision, committee members shall consider the following:

- Teacher Recommendation
- Academic Ability
- Learning Aptitude
- Educational Achievement
- Interpersonal and Emotional Maturity
- Developmental Factors
- Parental/Guardian Support

### Acceleration Procedures

The following format will be used to govern the referral and determination process:

1. Upon referral, student data will be collected by the Gifted and Talented Coordinator or G.T. Facilitator and Counselor(s). The district reserves the right to conduct further testing if warranted.
2. Prior to administration of screening instruments, parental/guardian signature granting permission to evaluate must be obtained. After parental/guardian signatures are in place, the evaluation process can begin
3. Parents and teachers may be asked to fill out a rating scale on characteristics of giftedness, if applicable.
4. The Principal(s), Counselor(s), G.T. Coordinator/ G.T. Facilitator may consult with the student.
5. Committee members will review records, grades, assessments, and written comments from parents and teachers.
6. The committee will meet to discuss appropriate placement for the student. Parents of the student may request to address the committee members prior to the acceleration meeting. A decision will be made by the committee after review of the data collected.
7. Parents will be notified of the placement decision by the G.T. Coordinator and building principal within fourteen (14) days of the initial committee meeting.
8. The parents/guardians of any student whose request for acceleration has been denied may appeal the decision, in writing to the District's GT Coordinator. The District's GT Coordinator and the Acceleration Placement Committee will again thoroughly review the case study that was completed on the student. Upon completion of the review, the Committee will either request additional new testing be conducted to help the Committee make its determination or it will uphold the initial decision. The Committee's decision may not be further appealed.

## **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.

## 9.02

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

The Gifted and Talented Curriculum Frameworks were developed by the Marked Tree 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 in kind. Educators of the gifted (K-12) focus on:

1. Content/Pace- What students are expected to learn. (Depth, Pace, Kind)
2. Process- How students learn. (Activities that help students connect to connect)
3. Product- Outcome that shows an audience what students learned. (Poster, Skit, etc. Activities presented should relate to the content.)

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 Marked Tree 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. It tells WHAT students are expected to learn.
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. The 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 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, tell what the student is expected to learn; 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. Process explains how the student learns. 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 written expression.

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.

### **GRADES K-3/Elementary**

A Gifted Education Specialist conducts thirty minute, whole group enrichment activities at least once a month to all elementary students. Classroom teachers will oversee G.T. lessons during off weeks, with documentation submitted to the G.T. Coordinator/ G.T. Facilitator. In addition the specialist teachers work cooperatively with the G.T. Coordinator to provide enrichment activities. All 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. The G.T. teacher makes the units unique for each grade level and different from the expectations of the regular classroom.

### **GRADES 4-6/Intermediate**

Identified G/T students in grades 4-6 are served in the G/T send out program for 150 minutes per week with the Gifted Education Specialist/Coordinator. 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. Parents are urged to offer assist with preparing guest speakers and field trips.

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, and communication skills are taught in an eclectic approach, to allow for individual interest to flourish. Individual planned of instruction by content area via technology and/or instruction. 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 stressed 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 send-out program offers the study of Spanish, sign-language, Quiz Bowl and Chess team competition, Destination Imagination activities, Robotics activities, entrepreneur project, and numerous critical thinking activities.

### **Grades 7-9/Junior High:**

Identified G.T. students in grades 7-9th are served through Pre-AP and Secondary Content classes; skills obtained at the AP Institute makes the curriculum challenging and rewarding for our students. Educators provide a rigorous curriculum to promote higher order thinking skills beyond the norm. With highly trained educators, students receive a rigorous course content to properly prepare for upcoming AP courses. The regular classroom teachers receive Pre-AP training every five years to assist in meeting the needs of our gifted learners and submit quarterly lessons to the district's G/T coordinator with student feedback noted. Students are placed in upper level courses according to their abilities, needs and interests. Parents are encouraged to attend AP Program meetings, contact the school counselor, AP Coordinator if questions should arise.

Identified gifted students are required to take at least one Pre-AP course per year, however may be served through Secondary Content. Students are scheduled to meet with the G.T. coordinator/teacher for at least thirty minutes per month. Students are encouraged to set up a conference at any time when needed.

Identified junior high students are given the opportunity to participate in ancillary programs such as Duke Talent Identification Program (TIP), Poetry Competitions, Project Fairs, Fine Arts Competitions, School Presentations, and Community Projects.

### **Grades 10-12/High School:**

Identified students in grades 10-12 receive services through designated course content classes in the academic areas of English, Math, Science, and Social Studies. Pre-Advanced Placement, Advanced Placement, ACT Prep and off-campus college courses are among the opportunities that are available. Regular classroom teachers are required to receive training every five years to assist in meeting the needs of the gifted, if certified in Pre-AP/AP courses. Students are placed in upper level courses according to their abilities, needs and interests, and resources of the district. 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. or coordinator for 30 minutes per month or meet with the counselor to make arrangements.

Identified High School students are encouraged to participate in ancillary programs such as Model UN, Arkansas Governor's School, School Productions, Technology Development Courses, 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

### **Differentiated Curriculum Examples**

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

#### **K-3<sup>rd</sup> Grade**

**CREATIVE THINKING:** Instruction challenges all students' 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.

#### **4<sup>th</sup>-6<sup>th</sup> 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.

#### **4<sup>th</sup>-12<sup>th</sup>**

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. Projects reinforce the teacher chosen objective and used within the G.T. send-out program, Pre-AP, and AP courses.

#### **4<sup>th</sup> +**

QUIZ BOWL COMPETITION: Students receive the opportunity to compete with area schools in an academic competition that requires fast thinking, quick recall, and the ability to assimilate information from widely different areas into a new and unique solution (Elementary- Gr.4-6; Junior High- Gr. 7-9; and High School-Gr. 10-12).

#### **4<sup>th</sup>-12<sup>th</sup>**

PROBLEM SOLVING: Instruction in productive thinking, problem solving, and decision making allow students to with “real world” dilemmas. Skills for survival and success in our world are important to explore, examine, and recognize. Students complete problems that require these important skills and learn to recognize important ideas, respect different points of view, and find connections. Concepts are extended into the J.H. and H.S. in areas of math and science.

#### **4<sup>th</sup>-6<sup>th</sup>**

CONCEPTS of DESTINATION IMAGINATION: Students utilize an educational program that provides creative problem-solving opportunities for students from kindergarten –sixth grade. Students apply their creativity to solve problems that range from building mechanical devices, spontaneously solving problems in a unique manner, and interpreting literary work in the most creative manner. They share solutions and work as a group in a timed manner which brings everyday pressure to perform to reality. We do not compete in the D.I. competition; however parents are welcome to volunteer to start a competitive team.

#### **4<sup>th</sup>-6<sup>th</sup>**

ROBOTICS: Because of the program’s versatility, robotics appeal to students, teachers, and the community on diverse levels of backgrounds, talents, and motivations. The LEGO educational curriculum that encourage students to explore science, technology, engineering, and math inside and outside of the traditional classroom setting, while encouraging problem solving and creativity skills. The robotics curriculum is used at part of the GT curriculum which allows for all students the opportunity to explore concepts within the G.T. Send-out class, making it inclusive to all! Students in grades 7<sup>th</sup>-8<sup>th</sup> acts as mentors to assist with problem solving. Outside robotics teams, not affiliated with the GT program, are encouraged. ANY parent may sponsor a team! Those interested to start a team are encouraged to register by September 15<sup>th</sup> or until kits remain available. Registration may be found at: [www.firstlegoleague.org/challenge/startateam](http://www.firstlegoleague.org/challenge/startateam). If you are interested in forming a team (Gr. 4-6), please contact the GT Coordinator for assistance.

#### **4<sup>th</sup>+**

**CHESS CLUB:** Chess is more than a game, it is one of the best tools for learning logic, problem solving, and visualization. Those that play chess develop higher level thinking skills, advance math and reading skills, and build self-esteem in students. Skills are developed in an enjoyable fashion by using the hands-on approach.

#### **4<sup>th</sup>-6<sup>th</sup>**

**STOCK MARKET:** Students use internet and current events with a simulated stock market. The concept may be taught within the curriculum or by computer with a virtual account totaling \$100,000, students strive to create a portfolio using a live trading simulator. They work in teams to purchase, organize, negotiate, cooperate, and make decisions. Concepts build decision making skills, critical thinking, independent research, cooperation and communication, saving and investing. (Optional, but not used each year)

#### **4<sup>th</sup>+**

**CURBSIDE COUTURE:** Students will have the opportunity to showcase their fashion wear creations at "Curbside Couture," a fashion show. Students discover and showcase their creative skills by transforming trash into treasure. Students review fashion designs to inspire them and then create unique fashion wear to model on the "runway." Winners are invited to represent our school at the state fashion show in the Clinton's Presidential Library.

### **9.03**

Curriculum has scope and sequence to assure continuity.

The basic purpose of the Marked Tree School District's Gifted Program is to assure continuity within the program, while extending the depth and complexity of the learning experience for the gifted student. The MTS developed a G.T. Scope and Sequence which aligns and coordinates the curriculum. The curriculum framework is based on five processes (strands) that are considered fundamental to the development of a differentiated curriculum:

1. Creativity
2. Research
2. Critical thinking
4. Self-awareness
5. Communication

The goals and student learning expectations outlined in this document should be considered a foundation, not a limitation, for the development of lifelong and independent learners.

Specifically, the G.T. frameworks focus on the following skills:

1. Creativity-Students will increase their ability to generate many, varied, innovative, and elaborate ideas and solutions to problems.
  - Students will exhibit creative thinking by using fluency, flexibility, originality, and elaboration, curiosity, and imaginative thinking.
2. Critical Thinking- Students will utilize higher order thinking skills to reason and show evidence of their thought processes.
  - Students will use higher order thinking skills of analysis, synthesis, evaluation, and problem solving.

3. Research/Independent Learning- Students will acquire research/independent learning skills by selecting and developing a topic.
  - Students will brainstorm, question, hypothesize, collect data, analyze data, and present evaluation or product to audience.
4. Communication-Students will utilize higher order thinking skills to reason and show evidence of their thought processes.
  - Students will develop verbal and non-verbal communication skills, written communication, as well as develop listening skills.
5. Self-Concept- Students will develop an awareness of self through activities/ experiences designed to foster their ability to enhance self-concepts.
  - Students will develop the ability to enhance interpersonal relations, decision making, risk taking, leadership, as well as school survival skills.
6. Content- Students will have opportunities for content that is accelerated, involves greater depth and complexity, is authentic to the disciplines, and provides choices in study.
  - Students select work level to accelerate, explore topics in greater depth and complexity, broaden understanding by connecting concepts with other topics, extend vocabulary, and pursue study based on personal interests.

## **Evaluation (10.00)**

### **10.01**

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

The Marked Tree School District's G.T. plan for evaluation is based on program objectives and is reviewed annually to determine its effectiveness in providing appropriate measures to accommodate the needs of our district and students. Program changes and/or modifications are reflective of the data obtained from the study, with the purpose being:

- A. To provide information so that modifications and adjustments can be made in a program as it develops.
- B. To examine overall program effectiveness.

The evaluation plan contains procedures for assessment of the effectiveness of the program and how adjustments can be made to strengthen its growth. Evaluations are carefully planned to obtain information can be helpful in the planning of the program in regards to staff development, identification, program options, community involvement, and the evaluation process.

Judgments about the effectiveness of various facets of the program is acquired in a variety of ways including questionnaires, surveys, interviews, focus groups, as well as statistical analysis of data at every level. Attention is given to the overall outcome of the program, attitudes of stakeholders, and data results of our gifted population.

Parents, classroom teachers, students, district administrators, community members, school board members, Identification Committee, and G.T. Advisory Council are given an opportunity to evaluate the program each year. Program evaluation reflects an assessment of how the gifted program contributes to the overall district improvement plan.

Evaluation of student growth is based on achievement criteria from the Benchmark, End-of-Course, and achievement tests; as well as self-appraisal instrument. The results are compiled into an annual report 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.

## **10.02**

Arkansas Standards for Accreditation require that each school uses 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 plan for evaluation is based on program objectives. The overall evaluation of the Marked Tree School District's Gifted and Talented program is based upon the goals and objectives set forth by the department, as well as components including staff development, identification, program options, community involvement, and the evaluation process. Program objectives are correlated to the questions on the survey/questionnaire, etc. The information is compiled, analyzed, and utilized by G.T. Coordinator to make adjustments to the program, set goals and recognize 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.

Regularly conducted formative evaluations assist the coordinator in making executive decisions, while summative evaluation by visits from the Arkansas Department of Education, Office of Gifted Services, occurs minimally every three years as specified by state policies. Ongoing evaluations are utilized to assist in improving and continuing development of the program.

Information 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
- Evaluation Process Plan

The overall evaluation assists in determining the program's effectiveness in providing appropriate measures to accommodate the needs of our district and students. Program changes and/or modifications are reflective of the data obtained from the study, with the purpose being:

- a. To provide information so that modifications and adjustments can be made in the program, as it develops.
- b. To examine overall program effectiveness.

#### **10.04**

Data for evaluation are obtained from a variety of instruments, procedures, and information sources. The evaluation tool may vary in style, yet the purpose follows up with the opportunity to compile, analyze, and make adjustments to the program. In addition, data obtained allows for future planning and assist in assessing, setting goals, and recognizing areas of weaknesses and strengths to adequately plan the program.

Regularly conducted formative evaluations assist the coordinator in making executive decisions, while summative evaluations by Arkansas Department of Education, Office of Gifted Services, as specified by state policies. Ongoing evaluations are utilized to assist in improving and continuing development of the program.

#### **10.05**

Evaluation findings are compiled, analyzed, and communicated to ADE-OGT and appropriate audiences. Data obtained assist in development of future goals: identify strengths, and weak areas.

Reports are available for viewing and/or distributed to administrators, counselors, teachers, parents, community members, school board members, and G.T. Advisory Committee. Stakeholders are invited to continue with feedback throughout the year and assist in committees to make executive decisions. 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. 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 within our district and state.

## **10.06**

The evaluation of students' progress in the G.T. Program is based on achievement criteria from Benchmark, End-of-Course, and other standardized testing materials, as well as appraisal instruments which assess and give attention to mastery of concept, higher-order thinking skills, creativity, and affective development.

The students' progress in developing process skills will be evaluated as well as the quality of their products. Continuous evaluations are completed by teacher observation, teacher-made-test, standardized test, student product evaluation, as well as by the student's self-evaluation.

Evaluation reports are also given during class activities/projects throughout the school year, with attention to mastery of content provided from feedback from the regular classroom teachers. Higher order thinking skills, creativity, and affective growth are noted on quarterly reports. Parent/Teacher conferences are scheduled twice a year for students in grades K-12.

At the end of each school year, standardized ability and achievement test scores are reviewed, as well as performance reports from the regular classroom teacher. These assessments are used as tools to set goals. Through the evaluation of students and study of their progress, we hope to not only keep parents informed of their child's performance, but also to gain information that will enable us to be more effective in meeting the needs of gifted and talented students.

## **10.07**

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

The Marked Tree School District recognizes the effort and talents of the gifted students. Students' transcripts and permanent records note their participation, while the ACTAP reports indicate active participation in the Gifted and Talented Program.



## Common Questions/Answers

***I am new to the district, however my child was identified as being gifted in another state or district in Arkansas. Is he/she automatically placed into your gifted program?***

Each district/state establishes guidelines/parameters for identification of gifted students. Therefore, each district/state has the ability to assess a student who is new to the district. We require thorough documentation of prior testing to determine the placement of the student based on the provided records. Students are not granted a transfer into the program, students profile form will go toward the Identification Committee. It is the parents' responsibility to have the complete file sent/faxed in a timely manner. Those enrolling on the first day of school should have all data submitted by September 1<sup>st</sup>.

***How many students are accepted each year?***

There is no specific number of students; however the GT Program will attempt to follow the recommendation of class size established by the ADE.

***Does my child have to re-qualify for services within the Gifted and Talented Program?***

No. Unless the program is not meeting the needs of an identified student, he/she remains in the gifted program from one grade to the next and from one school to the next. The Annual Review Committee will review students' file each year which provides assurance for continuation of gifted services and long term identification. (See Annual Review section.)

***Does Marked Tree School District identify elementary gifted students?***

Identification of gifted students does not occur until the end of 3rd grade, for possible placement in the GT send-out program in 4th grade. However, all students in grades K-3 receive enrichment, which does not qualify a student for services in the intermediate GT program.

***Is there a cut off that my child must reach on the I.Q. test?*** The identification committee will review all criteria; a single-score determination of giftedness does not apply. There is no "magic number."

***What test is used to determine the I.Q. score?*** Different tests may be given, however only one IQ test is administered.

***If I need information about how to refer my child for testing, who do I contact?***

Referral request may be made by contacting the district's Gifted and Talented Coordinator, Teresa Rogers, at [rogerst@mtree.k12.ar.us](mailto:rogerst@mtree.k12.ar.us) or any administrator/counselor.

## CONTACT INFORMATION

*Marked Tree Public School  
Mrs. Teresa Rogers-G.T. Coordinator/Teacher  
703 Normandy Street  
Marked Tree, Arkansas 72365  
E-mail: rogerst@mtree.k12.ar.us  
Phone: (870) 358-2214  
Fax: (870) 358-3953*

### Offsite Links of Interest

- *National Association for Gifted Children* <http://www.nagc.org>
- *AGATE* [www.agate-arkansas.org](http://www.agate-arkansas.org)
- *College Board* <http://www.collegeboard.com>
- *National Association for Gifted Children* <http://www.nagc.org>
- *Arkansas Governor's School* <http://www.hendrix.edu/ags>
- *AP Central: College Board* <http://apcentral.collegeboard.com>
- *Duke Talent Identification Program* <http://www.tip.duke.edu>
- *Kid Source Online* <http://www.kidsource.com/kidsource>
- *Arkansas School for Mathematics and Sciences* <http://asmsa.net>
- *AAGEA* [www.theaaea.org](http://www.theaaea.org)
- *AGQBA* <http://arquizbowl.org/>

### State Agencies

Arkansas Department of Education  
Attention: Krystal Nail  
Gifted and Talented Programs Education Building 4 Capitol Mall, Rm 203-B  
Little Rock, AR 72201  
(501) 682-4224  
knail@arkansas.gov  
<http://arkedu.state.ar.us>

### State Association or Affiliate

Arkansans for Gifted & Talented Education <http://www.agate-arkansas.org/>

### Crowley's Ridge Educational Coop

Mrs. Sharon Colburn  
Gifted & Talented Supervisor  
1606 Pine Grove Lane  
Harrisburg, AR 72432-9304  
(870) 578-5426  
<http://crowleys.crsc.k12.ar.us/>