

Marked Tree Public School

Gifted
&
Talented
Program



MARKED TREE
SCHOOL DISTRICT

PHILOSOPHY

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

WHAT IS GIFTEDNESS?

“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.” (Arkansas Dept. of Education, Office of G.T. & A.P. Programs)

CHARACTERISTICS OF GIFTEDNESS

While it is rare for a gifted student to exhibit all characteristics, it is common for a gifted student to manifest many of the following characteristics:

Learns Easily and Rapidly	May Question Authority	Ask Quality Questions	Unusual Sense of Humor	Independent Worker	Good Problem-solving skills
Wide Range of Interest	Sometimes Dominates Situation and People	Thinks Logically and Creatively	Challenged by New Ideas	Strives To be Perfect	High Degree of Energy
Longer Attention Span	Critical of Self	Good Memory Skills	Curious and Persistent	Transfers Learning to Other Situations, See Relationships	Sensitive to Others
Ability to Concentrate	Academic Work at Least Two Years Advance	Early or Avid Reader/Great Comprehension	Perceives Abstract Ideas	Experiments, Synthesizes, Judges Greater Depth of Info	Anticipates Outcomes

ELEMENTARY PROGRAM

Whole Class Enrichment

G.T. Frameworks/Standards

Bloom's Taxonomy

Krathwohl's Taxonomy of Affective Domain

Creative and Critical Thinking Tasks

Exposure to New Topics

Talents Unlimited

Enrichment Units

Acceleration of content and grade acceleration

Participation in Community Projects

INTERMEDIATE PROGRAM

Identified Gifted Students

G.T. Frameworks

Higher Levels of Bloom's Taxonomy

Critical Thinking and Creative Tasks/ Projects

Independent Projects

Exploratory Activities (speakers, fieldtrips)

Enrichment Courses

Participation in Community Projects

Differentiated Instruction

Chess Tournaments

Quiz Bowl Tournaments

JUNIOR HIGH AND HIGH SCHOOL

ALL gifted students are required to take at least one Pre-AP/ AP course per year.

J.H. and H.S. Teachers Receive Training by ADE to Teach Secondary Content and/or Pre-AP/AP Courses. Educators are required to submit documentation to the G.T. Coordinator each nine-weeks.

PROGRAM OPTIONS INCLUDE:

G.T. frameworks

Higher Levels of Bloom's Taxonomy

Creative and Critical Thinking Tasks

Exploratory Activities

Enrichment Courses

AP/Pre-AP Courses

Honor Courses

Technology Development Courses

Academic Competitions (Ex. Quiz Bowl, Model UN, Chess)

Project Fairs

Fine Arts Competitions

IDENTIFICATION

Procedures used in the identification process are nondiscriminatory with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition. Student assessment profile provides a reflection of the student's interests, learning style, and educational needs.

Students will be placed into an appropriate program option based upon decisions of the placement committee. After the decision of the placement committee, teachers, parents, students, and school personnel are notified of the placement results. Parental consent must be granted for any student to receive services in the Identified G.T. program.

Nominations should be submitted by the published deadlines (one in fall and one in spring). Forms are available on the Marked Tree G.T. webpage or by contacting the G.T. coordinator or building counselor.

GOALS

Our overall goal is to provide varied types of opportunities appropriate to meet gifted students' cognitive, affective, and social needs within the school.

Provide a 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.

WHAT DOES THIS INCLUDE?

Present subject content that is related to broad-based issues, themes and/or problems.

Integrate multiple disciplines into areas of study.

Provide for the development of productive, complex, abstract, and higher order thinking skills.

Provide for the development of independent, self-directed learning.

Provide for the development of open-ended learning experiences.

Provide for the development of innovative products using new techniques and materials.

Encourage the development of a positive self-concept and self-esteem.

Encourage the development of group interaction.

Utilize community resources and facilities.

Provide for modification of curriculum, student placement, and/or instructional techniques.

Evaluate student outcome by using appropriate and specific criteria.

Provide for a variety of learning experiences.

IDENTIFICATION INFORMATION

Referrals of students for placement will be accepted at any time by parents, teachers, peers, community members, etc.

The window for testing will occur between August 15-30th and Feb. 28th-April 15th. However, special testing time may be scheduled, if needed. Parents must submit permission for testing before Feb. 28th to ensure consideration for the following school year.

New students enrolling into the district who have been identified into a G.T. program elsewhere must be brought before the placement committee. It is the responsibility of the parent/guardian to see that their child's complete GT file is faxed or mailed to the Marked Tree School District at the attention of the GT Coordinator by August 15th. Placement decision is made by a committee and not by the GT Coordinator alone.

CRITERIA FOR PLACEMENT

The following criteria will be used to assist with placement:

Academic Aptitude - Ex: K-BIT (Kaufman Brief Intelligence Test)

Academic Achievement - SAT, ACT Aspire, ITBS

Norm Referenced Test - EOC, Benchmark

Grades - Current and past

Creativity Test - William's CAP Test of Divergent Thinking or
Torrance Test of Creative Thinking

Portfolio- (Optional)

ANNUAL REVIEW

An annual review of students' placement will be made during the school year which provides assurance for continuation of gifted services and long term identification. Student evaluation is an on-going process. Evaluation forms are sent home quarterly and arrangements made to meet with parents, as needed.

Parents are welcome to drop in during designated time to discuss/review progress or schedule a time to meet with the G.T. Coordinator.

J.H. and H.S. teachers submit documentation to show how their curriculum was differentiated for the gifted. Documentation is filed in the G.T. Office and reviewed by the G.T. Coordinator.

Classroom teachers have an opportunity to assist in the annual review process and to make recommendations for those being served.

EXIT PROCEDURE

Students who do not demonstrate need for services will be recommended to receive guidance and/or counseling to assist them to realize their full potential.

It may be necessary to recommend a student to receive intervention or dropped from the program if improvement is not made. A classroom teacher, principal, counselor, or G.T. Coordinator may suggest the intervention or change of status.

If placement is questioned, the placement committee will review the student's work and make decision concerning the needs of the student. Parents will be notified of any change of status.

If the committee agrees that removal of the student from the program is in the student's best interest, an exit form will be completed and parents notified of the decision.

If the parents believe the student should remain in the G.T. program, an appeal form is submitted to the G.T. Coordinator and sent to the proper administration.

Students being served, who wish to be removed from the program should see the G.T. Coordinator for a withdrawal form. Parental consent must be given before a student is dropped from the program.

Contact Information

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Overview of Program may be altered- PLEASE check back. Thank you.