

East Poinsett County School District



Gifted & Talented Policy Handbook

Rules and Regulations
Program Approval Standards

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Mission Statement

Our schools are committed to making all students first priority. We strive to provide open communication among administration, faculty, students, and parents/guardians of the high expectations set forth by the East Poinsett County School District. A data driven, standards based curriculum, enhanced with technology, will prepare students for an ever changing world. All students will be provided with problem solving skills to ensure college and career readiness.

Philosophy

The East Poinsett County 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 East Poinsett County School District adheres to the Division of Elementary and Secondary 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, East Poinsett County 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 East Poinsett County Schools Gifted and Talented Program. Revisions will and should occur as teachers, students, parents, and administrative personnel interact and react to the programs and curriculum.

REGULATORY AUTHORITY (1.0)

These regulations shall be known as the East Poinsett County 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 Division of Elementary and Secondary Education. The purpose of the East Poinsett County 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 East Poinsett County 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 East Poinsett County Advisory Council for Gifted and Talented Education deemed best for our district's G.T. Program and approved by the district's administration and school board personnel.

DEFINITIONS (3.0)

3.01

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

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

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

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

3.02

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

3.03

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

3.04

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

COMMUNITY AWARENESS/INVOLVEMENT (4.0)

Information about the East Poinsett County 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, volunteering 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 G.T. 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, and e-mails are some ways information is distributed concerning announcements and G.T. opportunities. Suggestions are always welcome by e-mail conferencing, or by completing the annual G.T. evaluation.

4.03

Parents and other community members are included on an advisory committee for gifted education that meets regularly.

List of members, names of attendance, agendas and minutes of meetings are kept in the GT Coordinator's office and are available for public viewing at any time. Those interested in serving on the committee may contact the GT Coordinator.

Staff Development Plan (5.00)

The G.T. 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. Elementary staff receives informal training in gifted characteristics, identification procedures, and evaluation procedures. 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, particularly for Honors 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 East Poinsett County School District provides ongoing opportunities for growth in the area of Gifted and Talented Education by organizing a flexible and varying program to meet the needs of the school personnel. Areas of training appropriate for the entire school staff will be provided by means of meetings or on-line programming, or technology. The plan rotates in topic to support gifted education, which may include:

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

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

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

The District G.T. Coordinator will be responsible, with the assistance of the Curriculum Director, to announce workshops outside of our district and promote gifted education with emphasis on strategies, differentiation, Secondary Content, Honors, AP, or Accreditation of College Courses. The coordinator will also make arrangements to obtain opinion through 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 High School teachers will be trained in Honors, 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.

Teachers certified in Advanced Placement should renew their certification every five years and submit a Certificate to the Curriculum Coordinator and Gifted Administrator for the district. Teachers serving through secondary content must obtain training every three years.

5.02

Opportunities to increase knowledge of the education of gifted and talented students are provided on a regular basis for continuing and new school board members, school and district administrators, teachers, and support staff on a continuing and regular basis. The gifted administrator/teacher will be encouraged to attend regional, state, and national workshops and conferences, which will provide staff development opportunities for the G.T. teacher(s) and other interested staff members. Announcement of AP, Honors 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 receive specialized training in gifted education. Arkansas State University's G.T. program will be utilized for assistance with professional growth, as well as the Crowley's Ridge Educational Cooperative G.T. Program. Staff members will also be encouraged to attend sessions provided by educational cooperatives to assist with special training in gifted education. The Gifted and Talented Handbook, as well as the Rules and Regulations will be distributed to administrators, parents, and educators. 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 15th report. The report is also available by contacting any administrator.

Personnel (6.00)

6.01

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

6.02

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

6.03

Person who holds the position of District Coordinator/Facilitator for our program for gifted and talented student's kindergarten through grade twelve must be working toward or hold current Arkansas Standard Teaching licensure, pass appropriate state approved assessments, and meet

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

6.04

A process for selection of administrator/coordinator/facilitator of the gifted is clearly defined and established. Selecting personnel for the gifted education department demands much thought with emphasis on many skills. The coordinator/teacher of the gifted should be flexible, approachable, and generous with time and resources. In addition to time spent in planning the overall structure of the district gifted program and direct services to gifted students.

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

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

Teaching style should include:

- a) Student, not teacher centered
- b) Give students choices and responsibilities
- c) Provide for individual differences by using a variety of resources
- d) Emphasis on independence, not conformity
- e) Encourage: creativity, problem solving skills, love of writing, books, and lifelong learning

Procedures for all prospective employees include completing an application form provided by the District, in addition submit a resume, and teaching certificates, all of which information is to be placed in the personnel file of those employed. If the prospective employee provides false or

misleading information, or if he/she withholds information to the same effect, it may be grounds for dismissal for consideration. The administrator/coordinator will assist in the interview process and make recommendations for additional personnel for the Gifted Program.

Criteria for East Poinsett County School District Facilitator of the Gifted

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

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

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

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

Personnel Records

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

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

- 1. A current teaching certificate issued by the Arkansas Department of Education
- 2. Transcripts of all college work completed
- 3. Other forms required by the office (S.S. card/ATR form/etc.)

The East Poinsett County 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 East Poinsett County School, the superintendent and principals shall

interview prospective employees that are certified in the respective fields and make recommendations to the board for hiring. Teachers will be assigned to the position for which they are qualified, being that of G.T. Coordinator or Teacher.

6.05

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

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

The coordinator/facilitator of the Gifted and Talented Program shall plan, implement, and evaluate the school's program for students in grade kindergarten through 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, pullout, and must communicate effectively with the Honors/AP program Coordinator. They must work together to insure that Secondary Content offerings meet the needs of our gifted population. The G.T. Coordinator/facilitator will provide effective communication regarding the G.T. curriculum, to parents and administrators, in efforts to aid in the development of a quality program that will assist in meeting the needs of our gifted population.

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

K12 District Coordinator/ Facilitator of Gifted and Talented Education

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

I. SchoolCommunity Relations

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

II. Staff Personnel Development

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

III. Pupil Personnel Development

- a. Accepts referrals of students for the G.T. program.
- b. Establishes case studies on students who have been screened for G.T. identification.
- c. Conducts assessments of students for identification and establishes profiles.
- d. Chairs the selection committee for identification of students for the G.T. 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 maintains 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 students in self-evaluation of products and program.
- p. Promotes the recognition and special needs of unidentified gifted and talented students prior to formal placement.
- q. Develops lesson plans for instructional materials.
- r. Utilizes a variety of instructional procedures designed to meet the needs of the gifted students.
- s. Implements individual behavior management techniques, when needed, which facilitate positive learning experiences.
- t. Advices and counsels students and/or parents regarding classwork, future options and educationally related issues.
- u. Other duties as assigned.

IV. Educational Program Development

- a. Plan the overall structure of the district G.T. 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 a file of confidential student records.
- e. Become informed about and aware of new trends, developments, regulations, and legislation affecting the district's G.T. 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 G.T. students by obtaining data from teachers, students, and parents.
- g. Serve on committees with general education responsibilities to provide advocacy for the G.T. learner.

V. Business and Program Management

- a. Prepare all administrative work inherent in the G.T. program (such as writing proposals for funding, submitting reports of attendance, evaluating data, etc.).
- b. Develop and enforce program procedures, rules, and regulations.
- c. Make program suggestions of purchases of materials, supplies, and equipment.
- d. Make checks of program materials and equipment for care and replacement.
- e. Coordinator/Facilitator of the gifted will be provided regularly scheduled time for duties other than direct services to the identified students. Curriculum development and differentiated

educational planning times will be provided for the G.T. Coordinator/Facilitator to coordinate alignment of enrichment programs. Additional planning time will be allotted as needed for the program coordinator as aligned with district policies for departmental chair responsibilities. Building principals are encouraged to be flexible in scheduling to accommodate the demands of the Gifted and Talented Coordinator/Facilitator.

f. Regularly communicates progress of program to parents, staff, and stakeholders.

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 Honors/AP department, as needed.
- b. Maintain record keeping procedures of Honors/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 a focus on gifted students within the program.
- e. Demonstrate knowledge and understanding of the Advanced Placement Program.

Coordinator/Facilitator of Gifted and Talented Education (Elementary)

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

I. Pupil Services

- a. Develops lesson plans for instructional materials.
- b. Utilizes a variety of instructional procedures designed to meet the needs of gifted students, including incorporation of technology in lessons whenever possible.
- c. Provide activities promoting the development of higher order thinking, as well as critical, creative, communication, independent learning skills
- d. Implement the East Poinsett County 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. Analyze, use, and apply relevant objective and subjective data to assess students' abilities, creative potential, and task commitment and to recommend appropriate placement.

- g. Implements district's goals for the gifted and talented education program.
- h. Creates and maintains an atmosphere conducive to creative risk-taking and divergent thinking.
- i. Analyzes students' individual interests, abilities, and learning styles.
- j. Encourages student independence and self-directed learning.
- k. Involves students in self-evaluation of products and program.
- l. Regularly communicates progress of program to parents, staff, and stakeholders.
- m. Advices and counsels parents of student's classwork, future opportunities, and educational related issues.
- n. Promotes the recognition and special needs of unidentified gifted and talented students prior to formal placement.
- o. Implements individual behavior management techniques, when needed, which facilitate positive learning experiences.
- p. Advices and counsels students and/or parents regarding classwork, future options and educationally related issues.
- q. Other duties as assigned.

II. Curriculum Development

- a. Remains current with present trends in instruction and evaluates curriculum and methodology uses according to student needs.
- b. Modify curriculum to provide differentiated educational experiences, while following the standards of the program.
- c. Integrate goals of the G.T. program with those of the regular instructional program.
- d. Serve as a resource person to classroom teachers for appropriate methods in curriculum improvement.
- e. Identify community and regional resources that will enhance the students' talents.
- f. Encourage student participation in out of school learning experiences.
- g. Utilizes a variety of instructional procedures designed to meet the needs of 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. Encourages community awareness of the G.T. program and its activities.
- d. Assists on the advisory committee and attends regular scheduled meetings.
- e. Provides diversity and enrichment in the curriculum and promotes the school.
- f. Promotes community civic organizations and volunteerism within the community.
- g. Encourages active parent/community volunteer participation in the G.T. program.
- h. Provides a liaison between parents and the G.T. program in the schools; classroom teachers and G.T. teachers; the administration, school board, G.T. program personnel, and the community at large.
- i. Assists parents in the referral process; help to determine the need for assessment/evaluation.

IV. Professional Development

- a. Participates in professional activities that are related to gifted and talented education.
- b. Attends faculty meetings, committee meetings and other conferences established by the district or promoted by the local educational coop.
- c. Keeps informed of latest research and curriculum developments in gifted and talented education
- d. Assist with curriculum development and differentiated educational planning.
- e. Assists with inservice education for instructional staff to promote gifted education.

6.06

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

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

Identification (7.00)

The process for identifying students in the East Poinsett County 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.

7.01

East Poinsett County School District has a comprehensive identification plan that is utilized for the purpose of finding and supporting gifted and talented students. The identification process is ongoing and extends from grades K-12. Written identification and placement procedures for the GT program are available to all stakeholders by contacting the GT Coordinator.

1. Referral

Students may be referred for GT testing by anyone at any time. Referrals are actively sought regardless of race, sex, economic status, and/or disabling condition. All referrals will be processed in a timely manner.

2. Permission

The parent will be notified that the student has been referred and will be asked to sign a permission form to allow special testing to provide the necessary information for placement by the placement committee. Only students enrolled and in attendance in East Poinsett County School District will be tested.

3. Evaluation/Testing

After signed permission is received, data from at least 2 subjective and 2 objective measures will be collected. Data from these evaluations, whole group screeners, and any other additional data will be reviewed for possible need of services.

4. Preparation for Identification

Student information is gathered and recorded on individual profile sheets which are numbered to match the student folders. Student names are not on the profile sheet. The student evaluation results are placed in the folder to provide documentation for the profile and to serve as a reference during placement meetings, conducting parent conferences, and planning differentiated services for the student.

5. Placement Committee

A placement committee consisting of a minimum of five (5) educators (Principals, Counselors, GT teachers, and regular teachers) meet to review student profiles. The committee is chaired by the licensed Gifted and Talented Coordinator. Copies of all student profiles are stacked for identification by grade level. A list of names with corresponding identification numbers and student folders are held by the GT Coordinator until the identification process is complete. If questions are raised about missing information, dates of testing, or incongruities in information, the coordinator reports necessary details without revealing the identity of the student.

After the recommendations for services are made, recommendations are recorded on individual profiles and signed by each member of the committee. Profiles with recorded and signed recommendations are then matched to the identification numbers and names on the master lists.

Placement Committee sign in sheets are signed by committee members and kept on file in the GT Coordinator's office.

6. Parent Notification

After placement committee decisions have been decided and recorded, parents are notified of placement decisions by mail. For those recommended for GT services, permission slips are also mailed and are requested to be signed and returned to the GT Coordinator's office, allowing students to be identified and to participate in GT services. Without a response from the parent, the student may not be placed in the GT Program nor participate in GT services. Students who are not placed in the GT Program may be referred again for GT services at any time.

7. Folder Documentation

Copies of signed letters and permission slips are placed in the students' folders. Program placement forms are also added to give a history of GT program options in which the student has been served. Principals, counselors, and teachers are given rolls of GT students who will attend GT.

8. Ongoing Student Evaluation

Student evaluation is an ongoing process.

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 G.T. newsletter, correspondence, e-mails, and the handbook.

7.03

A committee of at least five members chaired by trained specialists in gifted education (G.T. Coordinator/ Elementary G.T. 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 students and any time a placement decision is in question.

7.04

Information is obtained from multiple sources which may include teachers, counselors, parents, community members, peers, and students themselves. Data from at least 2 subjective and 2 objective measurements are collected and used to determine placement.

7.05

Multiple Criteria

Student placement decisions are based on multiple criteria. No single criterion or cutoff score is

used to include or exclude a student.

7.06

Non-discriminatory

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

7.07

Instructionally Useful Information

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

Any information that is gained through the GT placement procedure which is considered instructionally useful is communicated to the appropriate members of the instructional staff regardless of final placement. Information that would be helpful to the regular classroom teacher in meeting the needs of a student that has been considered for placement will be given to the regular classroom teacher by the GT Coordinator or designee. This may be done verbally through a casual conversation or through a scheduled conference with the teacher, depending on the nature of the information and other factors. The information may be given to the teacher in written form after a conference or conversation. A list of students who are in the Referral Pool is given to Whole Group Enrichment Teachers and classroom teachers.

7.08

Parental Involvement

Written identification and placement procedures include parent involvement.

Parental involvement is an important part of the identification process. To provide further information about EPC GT Program, its identification processes, programming options, and benefits; program information is made available each year through district or school based meetings. The EPC GT website also shares valuable information outlining the mission, goals, identification processes, support services provided, and current happenings.

Parent permission is required for all GT testing for placement. A permission to test letter is sent home and the signature of a parent or legal guardian is required before testing can take place. Parents or legal guardians will be notified, in writing, of the placement decision. A parent or legal guardian must also provide a signature, providing permission for a child to begin participating in the GT program.

Appeal Procedure

Should a parent/guardian disagree with the selection committee's placement decision, he or she may appeal to the Gifted Program Coordinator.

An Appeal Form may be requested. Parents should submit the appeal within 10 days of receiving the placement notification.

The Placement Committee will re-evaluate the data to determine one of the following:

- The initial decision is valid and stands
- Additional evaluation is warranted
- The initial decision is overturned

The student should be monitored and re-evaluated at the end of the next school year.

7.09

Identification of gifted and talented students is an ongoing process extending from school entry through grade twelve.

Ongoing Process- Program identification and placement processes are on-going throughout the school year. Anyone may nominate a student for GT services in grades K-12 at any time throughout the school year.

Annual Review- A review of student's placement in the GT program is made at least annually. All annual evaluation information is kept on file in the GT Coordinator's office. 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.

Student Records- Records of signed parent letters and permission slips, referral documents, placement decisions and data on all nominated students are kept on file for a minimum of five years or for as long as needed for education decisions. GT student records are kept on file in the GT Coordinator's office.

Permanent records of students identified for GT services are also marked indicating placement and service requirements. Students who are identified are also marked "GT" in Eschool.

With the exception of certain individuals (administration, GT administrators, teachers, parents/legal guardians, students themselves), no one may see a student's records unless parents/guardians give their written permission.

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 G.T. 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.

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 East Poinsett County's G.T. Program options, then an exit may be considered.

Exit from the East Poinsett County's Gifted and Talented Program (Grade 3-12) 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's 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(s) to

make them aware of the decision concerning the program is no longer meeting the student's needs.

Program Options (8.00)

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

8.01

The East Poinsett County Gifted & Talented Program is systematically developed with long-range goals that are coordinated to guide the development of 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 needs 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 to students.

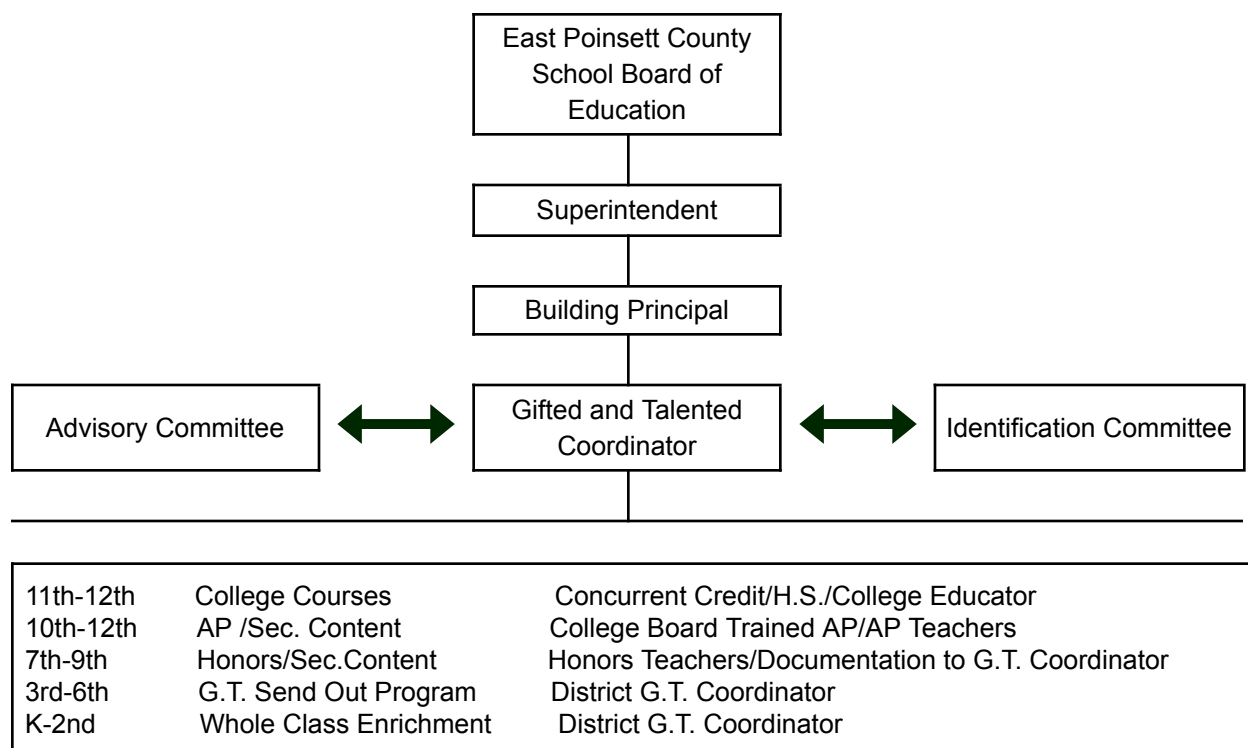
Core Goals

- 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.



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

AP Teachers: Advanced Placement teachers require teachers to receive extensive training to adequately teach students at a college level. Educators use college-level textbooks in order to maintain the level or rigor necessary to pass a national AP exam. Educators emphasize instructional strategies, management of an AP course, and centered on student learning

outcomes. 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 work closely with the AP Coordinator for the district, while serving as mentors to educators without training. Students in grades 11th-12th are served in AP courses.

Honors Teachers: Honors educators serve the gifted and talented students in grades 7-10th . Educators are required to receive extensive training to prepare the students for the rigorous AP courses. Educators stress student learning outcome and higher order thinking skills. Honors courses are prerequisite classes, educators are aware of the importance to develop study skills and adequately prepare and serve the students.

Elementary G.T. Facilitator: The 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-2. 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 evaluates the school's program for students in grades kindergarten through twelfth grade and keep adequate records according to the "Rules and Regulations" set forth by the ADE. With knowledge in the enrichment, send-out, Honors/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 services to students in grades 4-6 within a Send-out program and works closely with G.T. Facilitator, Honors/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 ensuring proper training of Honors/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 East Poinsett County School District's vision. It is their responsibility to prepare an 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 the 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 East Poinsett County 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 in program options is based on their abilities, needs, and interests, and resources of the district. Student assessment data is kept on file in the GT Coordinator's office.

8.04

Administrative arrangements are used which promote interaction among gifted students and both their intellectual and chronological peers. A copy of class schedules are kept on file in the GT Coordinator's office.

8.05

A minimum of 150 minutes a week of direct instruction must be provided during the regular school day. Class schedules are kept on file in the GT Coordinator's office.

Acceleration Policy

The East Poinsett County 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 East Poinsett County 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/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/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 G.T. Coordinator. The District's G.T. Coordinator and the Acceleration Placement Committee will 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 East Poinsett County Public School District to better meet the needs of gifted students. The curriculum is differentiated in content, process, and product. Curriculum for the gifted differs not only in degree, but also in kind.

The student learning expectations in this document were developed through a consensus using the latest research and best practices in the field of gifted education. The basic purpose of the East Poinsett County 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.)
3. Individualization- Recognize the student's needs based upon his/her readiness level and interests.
4. Research- Acquire research skills necessary to explore areas of interest.
5. Remediation- Focus on closing any gaps which may have occurred during previous learning.
6. Social/Emotional Needs- Focus on the affective needs of gifted students.

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

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

3. The curriculum will enable the students to explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing.
4. The curriculum will promote self-initiated and self-directed learning and growth.
5. The curriculum will encourage exposure to, selected of, and use of specialized and appropriate resources.
6. The curriculum will provide for the development of self-understanding and the understanding of one's relationship to person, societal institutions, nature, and culture.
7. The curriculum will encompass elements, which distinguish it from being suitable for all students.
8. The curriculum will provide a variety of learning experiences involving content, process, and product.
9. Critical thinking, creative thinking, independent learning skills, problem solving, and logic are incorporated into the curriculum.
10. G.T. curriculum objectives must be in place of, rather than in addition to required classroom work for the students involved. The students must not be penalized for being identified as gifted by being given extra work.

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

Another means of differentiation is the study of topics not ordinarily a part of the regular curriculum. The process skills, which should be a part of the curriculum for gifted students, include critical thinking, creative thinking, independent learning skills, research skills, problem solving, and logic. The program also provides the freedom to study areas of interest in expanded levels of inquiry and the opportunity to develop a sense of individual worth and a responsibility to self and to society. Students investigate problems in depth and develop products which are communicated to appropriate audiences. The G.T. curriculum is based on the following processes that are considered fundamental to the development of a differentiation:

- Critical thinking-The identification and evaluation of evidence to guide decision making. A critical thinker uses broad in-depth analysis of evidence to make decisions and communicate his/her beliefs clearly and accurately.

- Creativity- A mental process involving the generation of new ideas or concepts, or new associations of the creative mind between existing ideas or concepts.
- Independent Learning- Student initiated experience planned to permit students to pursue an area of interest through research and projects with the guidance from the G.T. educator.
- Research- An organized and systematic way of finding answers to questions.
- Self-awareness/Affective Development- recognizing your own strengths and limitations and understanding your own emotions and the impact of your behavior on others in diverse situations.
- Problem Solving- Students complete problems that require important skills of associative, inductive, and divergent thinking. They learn to recognize important ideas, examine the ideas from different points of view, and then find connections between the ideas.
- Logic- By investigating problems, students use inference skills and principles governing correct thought process.
- Communication- The process of expressing ideas effectively through speech and the use of 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-2/Primary

A Gifted Education Specialist conducts thirty minute, whole group enrichment activities once a week to all primary students. 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 3-6/Elementary

Identified G/T students in grades 3-6 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 assistance 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 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 to 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 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, Quiz Bowl and Chess team competition, Destination Imagination activities, Robotics activities, entrepreneur project, sign language, art history, and numerous critical thinking activities.

Grades 7-9/Junior High:

Identified G.T. students in grades 7-9th are served through Honors 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 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, and resources of the district.

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. Honors, 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 Honors/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 course or AP course per year.

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

- College Readiness/Scholarship Meeting
- Parent Conferences
- G.T. Coordinator/ Honors & 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-2nd Grade

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

3rd -6th 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.

3rd-12th

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, Honors, and AP courses.

3rd +

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).

3rd-12th

PROBLEM SOLVING: Instruction in productive thinking, problem solving, and decision making allow students to deal 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.

3rd+

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.

5th-6th

STOCK MARKET: Students use the 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.

9.03

Curriculum has scope and sequence to assure continuity.

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

10.06

The evaluation of students' progress in the G.T. Program is based on achievement criteria from 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 East Poinsett County 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, student 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 1st.

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 East Poinsett County School District identify elementary gifted students?

Identification of gifted students does not occur until the end of 2nd grade, for possible placement in the GT send-out program in 3rd grade. However, all students in grades K-2 receive enrichment, which does not qualify a student for services in the intermediate G.T. 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."

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, Stephanie Tacker, at stacker@epc.k12.ar.us or any administrator/counselor.

Gifted & Talented Resources

- National Association for Gifted Children <http://www.nagc.org>
- AGATE www.giftedarkansas.org
- College Board <http://www.collegeboard.com>
- National Association for Gifted Children <http://www.nagc.org>
- Arkansas Governor's School <https://www.atu.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>
- ASMSA <https://www.asmsa.org/>
- AAGEA www.theaaca.org
- AGQBA <http://arquizbowl.org>

CONTACT INFORMATION

Mrs. Stephanie Tacker
East Poinsett County Public School
District Gifted & Talented Coordinator
502 McClellan Street
Lepanto, Arkansas 72354
E-mail: stacker@epc.k12.ar.us
Phone: (870) 475-2632

State Agencies

Director of Gifted & Talented and Advanced Placement

Krystal Nail

Arkansas Department of Education
Division of Elementary and Secondary Education
Four Capitol Mall, Slot 28
Little Rock, AR 72201
Phone: 501-682-4224
Fax: 501-682-4220
Email: Krystal.Nail@arkansas.gov

State Association or Affiliate

Arkansans for Gifted & Talented Education
www.GiftedArkansas.org

Crowley's Ridge Educational Cooperative

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