

Gifted and Talented Policy Handbook

Glen Rose School District

Rules and Regulations

Program Approval Standards

GT Curriculum Strands

Christi Jackson, GT Coordinator

Original Document 2006

Reviewed without Revisions 2010

TABLE OF CONTENTS

Program Approval Standards:

Curriculum Community Development Section 4.00

Staff Development Section 5.00

Personnel Section 6.00

Identification Section 7.00

Program Options Section 8.00

Curriculum Section 9.00

Evaluation Section 10.00

4.00 COMMUNITY INVOLVEMENT

4.01 Opportunities for community awareness and involvement are provided.

The Glen Rose School District will provide opportunity for community awareness and involvement through the use of local and school newspapers, parent meetings and letters, handouts and any other available community source that might become available.

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.

The Glen Rose Gifted Education Program will be included as a part of the District's annual Public Meeting and Open House. Information about program opportunities will be presented. Questions will be answered and suggestions welcomed.

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

The Glen Rose School District will have an Advisory Committee for the Gifted Education Program. This committee will include parents and other interested community members.

5.00 STAFF DEVELOPMENT

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.

5.02 Opportunities to increase knowledge of the education of gifted and talented students are provided for continuing and new school board members, school and district administrators, teachers and support staff on a continuing and regular basis.

Staff Development Plan

The Glen Rose School District will provide ongoing staff development for all administrators and teachers in the area of Gifted Education. This training may be provided on campus by the coordinator, GT teacher or a consultant. Training may also be provided through attendance at statewide conferences such as AGATE or AAGEA. Examples of training that may be needed could include the use of Kingore Observation Inventory for elementary teachers and Advanced Placement training for Middle and High School teachers. Staff development opportunities, made available through Dawson Educational Cooperative, will also be attended by appropriate staff members.

Additional staff development will be provided by the program coordinator through informal means such as creating awareness of available books or journals about gifted education or supplying copies of articles from these resources directly to the appropriate staff members. Topics such as characteristics/needs of the gifted and identification/nomination procedures should be addressed annually.

6.00 PERSONNEL

6.01 Persons who teach identified gifted students in homogeneous groups must hold 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 Persons who coordinate a program for gifted and talented student's kindergarten through grade twelve must hold current Arkansas teaching licensure, pass appropriate state approved assessments, and meet performance standards as set by the state Board of Education through the Arkansas Department of Education, Professional Licensure Department for add-on endorsement in gifted education.

6.03 Persons who administer a program for gifted and talented student's kindergarten through grade twelve must hold current Arkansas Standard Teaching licensure, pass appropriate state approved assessments, and meet performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Licensure Department for add-on endorsement in gifted education.

Criteria For GT Personnel Selection

In order for a person to be considered for a position as a GT Coordinator or Teacher, he/she will:

1. Display a willingness to receive training in gifted and talented education
2. Display a concern for gifted and talented students and their educational needs
3. Accept responsibility
4. Develop teaching curriculum
5. Be skillful in public relations
6. Be able to communicate with parties involved with the program.

6.04 Glen Rose School District has developed job descriptions for administrators, coordinators and teachers of the gifted.

Duties of the Gifted and Talented Coordinator

The Coordinator of the Glen Rose Gifted Education Program will:

1. Plan the overall structure of the gifted program in consultation with the teachers, administrators, and parents
2. Take care of all administrative paperwork inherent in the district program
3. Help with the interviewing and selection of teachers for the program
4. Conduct teacher in-service for the identification of gifted students and for the implementation of the program
5. Establish files on all students who have been screened for identification
6. Chair the selection committee for identification
7. Arrange for field trips that are needed for gifted students
8. Provide support and resources for teachers with gifted students in their regular classroom
9. Teach special classes for the gifted if necessary
10. Evaluate the district program and individual school programs to strengthen services provided to students. This will be accomplished by obtaining data from teachers, students, and parents
11. Serve as a liaison between parents and the school; classroom teachers and teachers of the gifted as well as administration and the community
12. Inform the school board of matter concerning the gifted program
13. Attend workshops and meetings to stay informed about current ideas and practices in gifted education
14. Select staff to attend workshops and training programs
15. Assist teachers of the gifted in securing resources and materials
16. Enroll the district in organizations that will be beneficial to the gifted program
17. Perform other tasks assigned by the administration.

Duties of the Gifted and Talented Teacher

The teacher of the Glen Rose Gifted Education Program will:

1. Be involved in the identification process through testing and compilation of data
2. Conduct community awareness activities
3. Works with the coordinator to provide staff development activities
4. Develop appropriate curriculum
5. Serve as liaison between parents and the school, classroom teachers, administration, and the community
6. Provide support and resources for teachers with gifted student in their regular classrooms
7. Prepare curriculum and instruction of classes in the assigned location and at the designated time
8. Plan a program of study that, as much as possible, meets the individual needs, interests, and abilities of students
9. Assess accomplishments of students on a regular basis
10. Assist the coordinator in evaluation procedure of the program
11. Confer with students and/or parents as the need arises
12. Maintain accurate and complete records as required by law, district policy, and administrative regulations
13. Attend workshops and meetings to stay informed about the current ideas and practices in gifted education
14. Maintain an inventory of instructional materials, classroom furniture, and equipment
15. Attend department meetings and faculty meetings unless assigned other duties
16. Observe and implement board policies, administrative regulations and applicable laws
17. Perform other tasks assigned by the principal.

6.05 Glen Rose School District provides regularly scheduled time for administrators, coordinators and teachers of the gifted to perform duties other than direct and indirect services to identified students. This time is equivalent to a minimum of 5 periods per week.

7.00 IDENTIFICATION

7.01 The process for identifying gifted and talented students attending Glen Rose School District is ongoing and includes K-12. The following are steps in this process:

1. Nominations are sought from a wide variety of sources to ensure that all potentially gifted and talented students have an opportunity to be considered.
2. Data are collected on each nominated student to aid in selection process
3. Placement of students is made in an appropriate program option.

7.02 Identification procedures are clearly stated, uniformly implemented, and communicated to the entire school staff.

7.03 A committee of at least five members chaired by a trained specialist in gifted education and including administrators, teachers, and/or counselors collects and analyzes data, maintains appropriate records, and makes professional decisions on placement of students.

7.04 The identification process yields information obtained through a variety of procedures and from multiple independent sources.

1. Procedures for obtaining information about students include at least two objective assessment methods such as group and individual tests of ability, achievement, and creativity.
2. Procedures for obtaining information about students include at least two subjective assessment methods such as checklists, rating scales, biographical data, product evaluations, auditions, interviews and grades.
3. Information about students is obtained from multiple sources which may include teachers, counselors, parents, community members, peers, and students themselves.

7.05 Student placement decisions are based on multiple criteria. No single criterion or cut-off score is used to include or exclude a student.

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

7.07 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.

7.08 Written identification and placement procedures include parental involvement.

1. Parents grant permission for individual testing.
2. Parents are informed of the criteria for placement in a program for the gifted.
3. Parents give written permission for their child's participation in the gifted program.
4. Parents may appeal a placement with which they disagree.

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

1. Opportunities are provided for students to be considered for placement in gifted/talented programs throughout their school experience.
2. A review of students' placement in the gifted/talented program is made at least annually.
3. Written policies for exit from a program are developed and implemented.
4. Records of 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 educational decisions.

8.00 PROGRAM OPTIONS

8.01 Glen Rose School District's Gifted Education Program is systematically developed to guide the development of gifted students from the time they are identified through graduation.

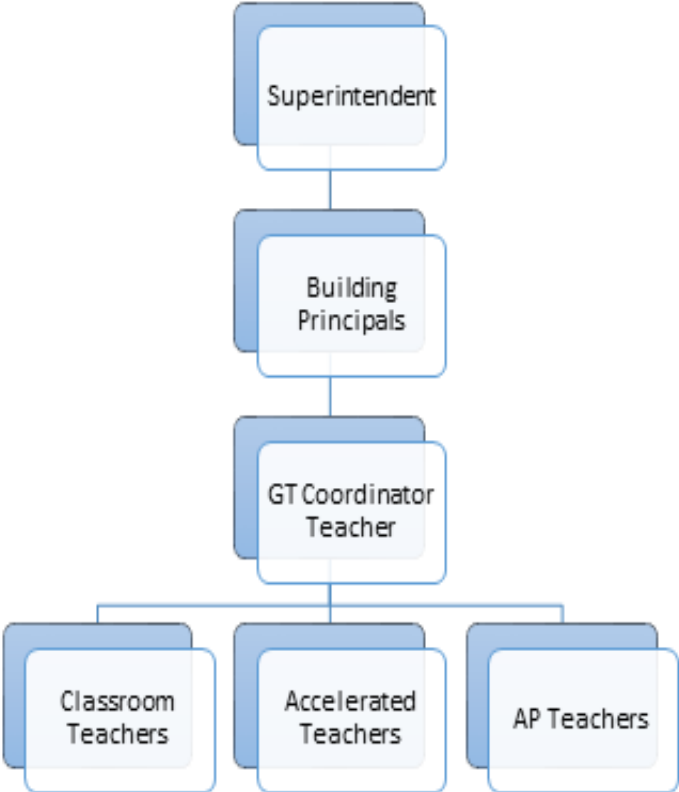
8.02 A table of organization is developed which clearly delineates roles, responsibilities, and coordination procedures.

8.03 Students' placement in program options is based on their abilities, needs and interests, and resources of the Glen Rose School District.

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

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

Glen Rose School District Gifted and Talented Program Organization



9.00 CURRICULUM

9.01 Curriculum for the gifted extends or replaces the regular curriculum.

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

1. Content is differentiated in breadth or depth, in tempo or pace, and/or in kind.
2. Processes for gifted students stress creativity and higher level thinking skills.
3. Students investigate problems in depth and develop products which are communicated to appropriate audiences.

9.03 Curriculum has scope and sequence to assure continuity.

10.00 EVALUATION

10.01 The evaluation process for the Glen Rose School District provides accurate, timely, and relevant information to decision-makers for improving program options offered to gifted students.

10.02 The plan for evaluation is based on program objectives.

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 evaluation.

10.04 Data for evaluation are obtained from a variety of instruments, procedures, and information sources.

10.05 Evaluation findings are compiled, analyzed, and communicated to the ADE, Office of Gifted and Talented and appropriate audiences.

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

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