



Arkansas
Department
Of Education

**DIVISION OF LEARNING SERVICES
2012-2013**

Application for Program Approval for Gifted/Talented Education

Authorization: *To the best of my knowledge, the information in this application is correct and reflects a district-wide philosophy. The assigned personnel responsible for directing and/or completing application activities will have the necessary support and authority for doing so and will comply with the State expectations and all application commitments.*

Education Service Cooperative:	SOUTH CENTRAL SERVICE CO-OP		
Date:	10/29/2012	Superintendent's name:	MR. JAMES GARY HINES
School District Address, city, zip:	P.O. BOX 129, EMERSON, 71740	Phone #:	870-547-2218
Superintendent's e-mail:	hinesg@emerson.k12.ar.us		
GT Administrator/Coordinator's name on license:	Shirley K. Campbell		
E-mail address:	campbells@emerson.k12.ar.us	Phone #:	870-904-0130
AP Coordinator's Name:	Shirley K. Campbell		
AP Coordinator's E-mail:	campbells@emerson.k12.ar.us	Phone #:	870-904-0130
<input type="checkbox"/> GT administrator holds a Curriculum/Program Administrator License in gifted/talented education. [Licensure codes 314 and 315, 340, or 278].			
<input type="checkbox"/> GT administrator does not hold a Curriculum/Program Administrator License in gifted/talented education, but filed an Additional Licensure Curriculum/Program Administrator Plan (ALCP) with Teacher Licensure.			
<input checked="" type="checkbox"/> GT coordinator holds a license in gifted/talented education (Licensure codes 305 and 306, or 289).			
<input type="checkbox"/> GT coordinator is not licensed but filed an Additional Licensure Plan (ALP) with Teacher Licensure.			

Please describe in the box below any changes from your previous application regarding Community Involvement; Staff Development; Personnel; Identification; Program Options; Curriculum; or Evaluation

Our program will not reflect any changes from what we indicated on our program approval for the 2011-12 school year.

Gifted and Talented Services for 2012-2013

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL OF IDENTIFIED GT STUDENTS
# OF IDENTIFIED GT STUDENTS PER GRADE	0	0	0	4	10	2	3	7	12	6	11	3	5	63

- **PROGRAMS:** Enter the number of identified GT students at each grade level participating in each program option (only count student once in each option).
- **STUDENT CONTACT TIME:** Indicate the minutes per week students are served.
- **CONTENT CODES:** Indicate the content areas addressed (E-English; M-Math; SS-Social Studies; S-Science)

Grade Level	Program Option Name	Students Served	Contact Time (min.)	Content Areas	Teachers Providing Option	How Service Documented
K	Whole Group Enrichment		45	Math, Science, English	GT Certified Teacher	This service is documented with weekly lesson plans, Kingore Surveys, and student work.
1	Whole Group Enrichment		45	Math, Social Studies, Science, English	GT Certified Teacher	The service is documented by weekly lesson plans, Kingore Surveys, and student work.
2	Whole Group Enrichment		45	Math, Social Studies, Science, English	GT Certified Teacher	This service is documented by weekly lesson plans, Kingore Surveys, and student work.
3	Resource Room	4	150	Math, Social Studies, Science, English	GT Certified Teacher	The resource room service is documented by nine week lesson plans, student work, and evaluations of student performance.
4	Resource Room	10	150	Math, Social Studies, Science, English	GT Certified Teacher	The resource room service is documented by 9 week teacher lesson plans, student work, and teacher evaluations of classroom performance.
5	Resource Room	2	150	Math, Social Studies, Science, English	GT Certified Teacher	The resource room service is documented by 9 week teacher lesson plans, student work, and teacher evaluations of student performance.
6	Resource Room	3	150	Math, Social Studies, Science, English	GT Certified Teacher	This program option is documented by 9 week teacher lesson plans, student work, and teacher evaluation of student performance.
7	Secondary Content Classes	7	250	Math, Social Studies, Science, English	GT Certified Teacher, Classroom Teacher with Secondary Differentiation Training, Pre-AP Trained Teacher, AP Trained Teacher How delivery of services are divided: Trained AP, Pre-AP, and Secondary Content teachers deliver the secondary content service to the 7th grade students. The GT certified teacher meets with the 7th grade students for 60 minutes once a month.	This service is documented by a nine week content differentiation documentaion in the four core classes. The students' placements will be evaluated yearly using the gt yearly evaluation review and the nine week content differentiation documents.
8	Secondary Content Classes	12	250	Math, Social Studies, Science	GT Certified Teacher, Classroom Teacher with Secondary Differentiation Training, Pre-AP Trained Teacher, AP Trained Teacher How delivery of services are divided: Trained AP, Pre-AP, and Secondary content Differentiation teachers provide the needs for these students in the four core content areas. The GT certified teacher provides 60 minutes monthly meetings with the students.	This service is documented by nine week content differentiation documents in the four core classes. The GT certified teacher annually reviews the students' placements using yearly evaluations and nine week content differentiation documents.
9	Pre-Advanced Placement (Pre-AP)	6	250	Math, Social Studies, Science, English	GT Certified Teacher, Pre-AP Trained Teacher, AP Trained Teacher How delivery of services are divided: Trained AP and Pre-AP teachers provide the delivery of services for these students. The GT Certified teacher meets 60 minutes monthly with the students.	Pre-AP content differentiation is documented by the nine week content differentiation document. The certified GT teacher annually reviews the students' placements using the GT yearly evaluation reviews and the nine week content differentiation.
10	Pre-Advanced Placement (Pre-AP)	4	250	Math, Social Studies, Science, English	GT Certified Teacher, Pre-AP Trained Teacher, AP Trained Teacher How delivery of services are divided: Trained AP and Pre-AP teachers provide the service to these students. The GT certified teacher meets with the students 60 minutes monthly.	This service is documented through the nine week content differentiation documentation in the four core classes. The certified GT teacher annually reviews the students' placements using yearly evaluation reviews and the nine weeks content differentiation documents.
10	Advanced Placement (AP)	7	250	Math, Social Studies, Science, English	GT Certified Teacher, AP Trained Teacher How delivery of services are divided: Trained AP teachers provide the service for these students. The certified GT teacher meets with the students 60 minutes monthly.	The service is documented by the required AP final test. The GT trained teacher annually reviews the students' placements using the GT yearly reviews.

11	Advanced Placement (AP)	2	250	Math, Social Studies, Science, English	GT Certified Teacher, AP Trained Teacher How delivery of services are divided: The trained AP teachers provide service for these students in the AP classes. The GT certified teacher provides 60 minutes monthly to these students.	The service is documented by the final AP tests and the GT certified teacher annually reviews the students' placements using the GT yearly evaluation reviews.
11	Concurrent Credit / Dual Enrollment	1	250	Math, Social Studies, English	GT Certified Teacher, Classroom Teacher How delivery of services are divided: The classroom teacher provides the service for concurrent credit. The GT certified teacher provides 60 minutes monthly to the students.	The service is documented by report cards and GT annual reviews of placements.
12	Advanced Placement (AP)	5	250	Math, Social Studies, Science, English	GT Certified Teacher, AP Trained Teacher How delivery of services are divided: The trained AP teachers delivers this service. The GT certified teacher provides 60 minutes monthly to the students.	Final AP test scores GT teacher reviews students' placements with GT placement document.

ARKNASAS DEPARTMENT OF EDUCATION
GIFTED/TALENTED PRE-TECHNICAL ASSISTANCE VISIT SUBMISSIONS GUIDE
Submit to the Arkansas Department of Education three weeks prior to on-site monitoring

Staff Development (5.0)

Staff Development Plan

- **Informal staff development**
- **Formal staff development**
- **All faculty when appropriate**

Emerson-Taylor Gifted and Talented Program Staff Development Plan:

The coordinator/facilitator will develop and implement an awareness and in-service training program to all staff members in regard to providing a gifted and talented education program in grades k-12.

May 1-15: The G/T staff will conduct an assessment to determine the specific training needs of the staff.

July 1-August 1: The G/T coordinator will secure specific dates for the staff development in-services. If needed, specialists will be contacted to provide the staff training.

August 1-May 1: In-service will be provided to staff. Staff development evaluations will be conducted at each in-service.

Timelines: These activities for G/T in-services will be repeated on an annual basis using the staff development evaluations to develop the following school year's gifted education in-service needs for the staff.

Documentation: At the end of each school year, the district will document the completion of the in-services by providing and maintaining a copy of all in-service agenda's, list of persons attending each training session, and a report of the outcomes of the training.

The G/T staff will be encouraged to attend regional, state and national workshops and conferences which provide staff development opportunities for the G/T staff and other interested staff members.

The G/T staff will be encouraged to attend staff development sessions provided by the South Central Arkansas Educational Cooperative which are conducted by professionals with special training in gifted education. Opportunities to increase knowledge of the education of gifted and talented students will be provided for school board members, school and district administrators, teachers and support staff on a continuing and regular basis.

Documentation of staff development kept on file will include certificates of attendance, rosters, and programs.

Personnel (6.0)

List of GT Administrator, GT Coordinator and GT Teacher(s) responsible for coordinating/administering GT program and/or directly serving gifted students and their teaching responsibilities - include EITHER:

- **Name as it appears on teaching license AND last four numbers of social security number for each** (File Attached)
- **Or copy of teaching license(s)**

Process of selection of administrators/coordinators and teachers of the gifted (hiring policy/procedures)

6.0 GUIDELINES FOR PERSONNEL

6.01 The district superintendent, district school board, and the district principals will form the selection committee to select the person to coordinate the g/t district program and be the teacher responsible for delivering the gifted program to students. The person who will teach the homogeneously grouped identified students must hold current Arkansas teaching certification, pass appropriate state approved assessments, and meet performance standards as set by the state of Arkansas. Coordinators will keep all certificates and transcripts on file.

6.02 The coordinator for the gifted K-12 must hold current Arkansas teaching certification, pass appropriate state assessments, and meet the 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 and in gifted education administration. In addition to time spent in planning the overall structure of the district gifted program and direct services to gifted students, the coordinator will perform a variety of duties that promote integration of the gifted program with the regular education program.

These duties include:

- a. working with classroom teachers and other personnel,
- b. locating resources,
- c. arranging in-school and out-of-school learning experiences,
- d. attend workshops and conferences to keep informed of new rules, regulations, etc.,
- e. compile screening and referred information regarding students and keep ongoing records of the students.
- f. contact parents and staff about placement results,
- g. supervise independent studies and mentorships,
- h. conduct or arrange staff development activities,
- i. work with the Identification committee and Advisory council at least once a year,
- j. develop appropriate curriculum, and
- k. prepare the Program Approval for the state department of education.

6.03 The selection of the coordinator and the teacher of the gifted are defined clearly. Qualities such as the ability to be flexible of time, pace, materials, instructional patterns will be considered. They should be accepting of diverse ideas and populations. The coordinator and facilitator of gifted children should possess a genuine concern of gifted children and youth.

6.04 The g/t district position vacancy is made known through an ad in the job section of the County Newspaper and the State paper. The process for submitting an application is stated in the job ad with district contact information including district website address where an application can be downloaded to complete for submission to the school district. The selected candidate will meet or exceed all requirements for gifted education certification. Website application address: <http://emerson.taylor.k12.ar.us> (Hard copy of application is in the gt policy handbook for viewing)

The coordinator will assist identified students in developing their potential growth and maturation in the cognitive and affective domains by doing the following:

- a. coordinate curriculum at all levels,
- b. assist in selection and supervision of instructors for gifted children,
- c. develop and coordinate the student identification process, and
- d. interpret the Gifted/Talented Program to school, patrons, and the general public.

A written job description for the coordinator and facilitator will be kept on file.

6.05 Coordinators and teachers of gifted will be provided regularly scheduled time for duties other than direct services to the identified students. A copy of the coordinator's and facilitator's schedules will be kept on file.

Job Descriptions for administrators/coordinators and teachers of the gifted

JOB DESCRIPTION

Coordinator/Facilitator Gifted Program

1. Primary Function

Supervises, evaluates, coordinates, facilitates gifted education program for the district

2. Major responsibilities and key duties

- a. Plans, coordinates, facilitates the district gifted and related programs, including development of curriculum for gifted and the AP program.
- b. Coordinates and conducts teacher in-services in gifted education
- c. Initiates and manages the selection process
- d. Provides appropriate support and resources for regular teachers
- e. Evaluates the district program and individual school programs
- f. Provides a liaison between parents and the school; regular teachers and special teachers; the administration; the program personnel; and community at large
- g. Identifies and coordinates the use of regional and state resources for program support and enrichment
- h. Serves on administrative committees with general education responsibilities
- i. Stays informed about current ideas and practices in education of the gifted
- j. Organizes and facilitates involvement in extracurricular activities for the gifted students
- k. Performs duties assigned by the superintendent

3. Qualifications

- a. Education: Certified in Gifted Education
- b. Experience: Successful experience as regular classroom teacher
- c. Skills, Knowledge, Abilities: Thorough knowledge of Gifted education, knowledge of general administration, and human relations skills

Schedules for all previously listed personnel showing:

- Regularly scheduled time for administrative duties (6.06)
- 150 minutes of direct service to students (8.05)

File Attached

Identification (7.0)

Identification Procedures including:

- Stages of the process (nomination procedures, data collection, and how placement is made)
- How procedures are communicated to stakeholders

Nominations are an on-going process. These nominations are accepted by school personnel/teachers, parents and students. A Talent Pool from grades 2-12 is then established using Renzulli's Characteristic Check lists completed by teachers. The following information is collected on each nominated student: Renzulli Checklist, Achievement Test scores (SAT-10), Arkansas Criterion-Referenced tests (Benchmark), District Target Tests, nine-week report card grades, and Kingore Observation Inventory (KOI) from the K-2 Enrichment program. Permission to test letters are sent to parents and then students are given the following evaluations: Torrance Test of Creativity, Naglieri Non-Verbal Ability Test and Otis-Lennon School Ability Test. All data is collected and given to the identification committee which is chaired by the district G/T Coordinator. The committee makes professional decisions on student placement that ensures no single criterion or cut-off score will be used to include or exclude a student. The district will provide useful information about individual students obtained during the identification process to all appropriate members of the staff regardless of final placement. The procedures for identification are communicated to the entire school staff as stated in the staff development plan. Parent letters are sent to explain whether the student is in need of placement or not in need of placement in the Gifted program. A permission for placement form is completed by parents of those students who need to be placed in the Gifted program.

Placement decisions are made by a committee of at least 5 professional educators chaired by a GT trained specialist

The placement decisions are made by an identification committee of 5 professional educators chaired by the district G/T coordinator.

2012-13 committee members are:

Shirley Campbell, District G/T coordinator/teacher
Tabatha Gray, Emerson campus Elementary Principal
Karen McMahan, Taylor campus Elementary Principal
Queria Turner, Emerson campus Elementary Counselor
Connie Cochran, Taylor campus Elementary Counselor
Melisa Estes, District Literacy Director/coach

• **List of instruments and procedures including:**

- 2 objective
 - 2 subjective
 - Creativity measure
 - Solicitation of information from multiple sources
- **Procedures clearly show decisions are based on multiple criteria (no single criterion or cut-off)**
- **Procedures are non-discriminatory**
- **How instructionally useful information obtained during identification of students is disseminated with staff**

Objective instruments:

Otis-Lennon School Ability Test
Naglieri Non-Verbal Ability Test

Subjective instruments:

Renzulli checklist for Gifted Characteristics
Kingore Observation Inventory

Creativity measure:

Torrance Test of Creativity

Information from multiple sources:

SAT-10 Achievement Test Scores
Arkansas Criterion-Referenced Tests (Benchmark)
District Target Tests
9-week report card grades

The non-verbal Raven Intelligence Test is used as an added test for recommended ethnic minorities, low-income, and twice exceptional gifted learners. It is the objective of the school district to insure that the G/T identification procedures are non-discriminatory with respect to race, economic background, religion, national origin, sex, or handicap.

Instructionally useful information obtained during identification of students is disseminated to all school staff regardless of final placement through scheduled in-services and email.

Parental Involvement including:

- **Permission to test**
- **Information to parents on criteria for placement**
- **Permission to participate**
- **Information about placement decisions**

Parent permission is required for individual testing. This permission form includes criteria for placement. Parents receive written notification of placement results. Written permission for a student's participation in the Gifted program is required.

• **Appeals procedures including:**

- Review of appeals cases by a placement committee of at least 5 professional educators chaired by a GT trained specialist and based on multiple criteria

Appeal Procedure:

1. After notification of the identification committee's decision, a parent may request a conference with the coordinator in order to review data and placement decision.
2. If a further appeal is desired, the identification committee will meet for the purpose of analyzing accumulated data and render a decision.

On-going process for identification including:

- **Opportunity for consideration and placement at anytime**
- **Annual review of placement**

Identification of gifted students is an on-going process extending through grade 12.

Placement in the g/t program is reviewed annually or whenever the need arises. If evident is found that shows a review of a placement decision should occur, the G/T coordinator will arrange a conference with the student and the parent or guardian to discuss the evidence. this conference will result in a probationary period in which the student will be afforded the opportunity to demonstrate improvement in designated areas without a change in placement. At the end of the probationary period, if improvement is not shown in the designated areas, a conference will be held involving a committee made up of 5 professional educators and the G/T coordinator to discuss continuation in the program or scheduling changes that will be involved for the student in question. The committee will make a decision regarding continued placement in the program and that decision will be communicated to the student and parent. All parties will sign the written decision made at the conference and a copy will be kept on file for a minimum of five years or for as long as needed for educational decisions.

Exit procedures based on multiple criteria

Exit procedures are based on multiple criteria.

1. Placement in the g/t program is reviewed annually or whenever the need arises.
2. If evidence is found that shows a review of a placement decision should occur, the g/t coordinator will arrange a conference with the student and the parent or guardian to discuss the evidence.
3. This conference will result in a probationary period in which the student will be afforded the opportunity to demonstrate improvement in designated areas without a change in placement.
4. At the end of the probationary period, if improvement is not shown in the designated areas, a conference will be held involving a committee made up of 5 professional educators and the trained g/t coordinator to discuss continuation in the program or scheduling changes that will be involved for the student in question.
5. The committee will make a decision regarding continued placement in the program and that decision will be communicated to the student and parent.
6. All parties will sign the written decision made at the conference and a copy will be kept on file for a minimum of five years or for as long as needed for educational decisions.

Files are maintained for a minimum of 5 years or longer and then confidentially destroyed.

Yes

Program Options (8.0)

Program Goals

2012-113 Program Goals:

1. Communicate more effectively with staff and parents about the purpose of the Gifted and Talented program as it relates to the district as a whole.
2. Continue to plan events that enhance the needs of the Gifted and Talented program.
3. Encourage 7-12 grade identified students to enroll in Pre-AP and AP courses.

Long-Range Program goals:

1. To provide differentiated educational experiences for the gifted and talented students.
2. TO provide resources relating to gifted education to teachers, administrators, parents, and others in the community.
3. TO provide a variety of instructional alternatives based on student needs, interests, and learning styles.
4. To emphasize the following skills in the g/t district program:
 - a. Decision-making skills
 - b. Critical and creative thinking skills
 - c. Independent inquiry skills
 - d. Problem-solving skills
 - e. Positive self-concept
 - f. Higher level thought processes

Table of Organization/District Hierarchy

File Attached

Curriculum (9.0)

Curriculum Descriptions for all program options utilized in district

- **Including reference to differentiation in content, process, and/or product**

The G/T curriculum for all programs is differentiated in content, process, and/or product. It touches many subject areas with the focus of the lessons based on the following processes: creative thinking, critical thinking, research/independent learning, communication, decision-making, problem solving, and affective development. Differentiation may be in the level of complexity, place of learning, or degree of abstractness. Another means of differentiation is the study of topics not ordinarily a part of the curriculum. The students in the gifted program will be expected to achieve a greater degree of proficiency in the skills than would be required in the regular curriculum. Products reflect the results of the learning experiences. Gifted students will be encouraged to develop products that use new techniques, materials, and forms. They are encouraged to select specific areas of interests and talents and pursue a selective intensive study. Students will be encouraged to communicate products to an appropriate audience. Curriculum is sequenced for continuity. The scope and sequence will assure said continuity.

Scope and Sequence

- **Spanning K-12**
- **Addresses cognitive and affective needs**

File Attached

Evaluation (10.0)

Program Evaluation Plan:

- **Based on program objectives**
- **All components of programming evaluated annually (identification, staff development, program options, program goals and objectives, curriculum, community involvement, program expenditures, and the evaluation process/plan)**
- **How evaluation findings are compiled, analyzed, and communicated to appropriate audiences to guide programming**

The purpose of the program evaluation is to provide information so that modifications and adjustments can be made in the program and to examine overall program effectiveness. The evaluation plan will contain procedures for assessment in program options and student progress. The evaluation findings are analyzed using a percentage basis of total survey answers. These percentages are compiled into a report that also addresses all comments submitted in the evaluations. This report then is communicated to the appropriate audiences, including the state department of Education and all local stakeholders. Based on findings of the evaluation, the g/t coordinator will implement modifications and adjustments to the program options. Based on the results of the evaluation process, changes will be made to improve program objectives offered gifted students. Each year these changes will be listed in the Programming Report as goals and objectives for the school year following the evaluation process. All components of the g/t program are evaluated annually to assure compliance with ADE Program Approval Standards. Areas to be evaluated will include: Student Identification by teachers, principals, and administrators, Staff Development by principals and administrators, Program Options by principals and administrators, Curriculum by teachers and principals, Community Involvement by principals and administrators, Program Expenditures by principals and administrators, and Evaluation process/plan by g/t coordinator

Student Evaluation Plan:

- **Include how student progress is assessed**
- **Include how student participation is noted on transcripts and records**
- **Examples of evaluation instruments may be included**

Students in the g/t program may not receive letter grades for their work in the pull-out or enrichment programs. Students being served in secondary content, Pre-AP, and/or AP classes will receive letter grades in those classes. The students' progress is assessed, with attention to mastery of content, higher level thinking skills, creativity, and affective growth. Evaluation is based on observation, checklists, and product results. Parents/guardians will periodically receive an assessment report. A copy of said report will be placed in the students' folders. This evaluation will indicate students' performance in the g/t program. Individual parent/guardian conferences will also be held during the school year. Participation in the g/t program is noted on student transcripts and permanent records.

File Attached