



Arkansas Department Of Education

DIVISION OF LEARNING SERVICES 2013-2014

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: 4/8/2014 Superintendent's name: 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: Amanda Christine Watson
E-mail address: watsona@taylor.k12.ar.us Phone #: 870-904-5053
AP Coordinator's Name: Amanda Watson
AP Coordinator's E-mail: watsona@taylor.k12.ar.us Phone #: 870-904-5053
GT administrator holds a Curriculum/Program Administrator License in gifted/talented education. [Licensure codes 314 and 315, 340, or 278].
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.
GT coordinator holds a license in gifted/talented education (Licensure codes 305 and 306, or 289).
X GT coordinator is not licensed but filed an Additional Licensure Plan (ALP) with Teacher Licensure.
File Attached

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

Emerson- Taylor School District annexed with the Bradley School District.
The GT coordinator for Emerson- Taylor- Bradley School District has changed to Amanda Watson.

GT policies and procedures for Emerson and Taylor schools were adopted by the Bradley school system when the annex took place.
The GT policies and procedures will stay the same at present time.

Schedule : Mrs. Watson for Emerson and Taylor Campuses
Monday: 11:45-12:50 Taylor K - enrichment
GT (7-12 Grades) 12:45-1:30 2 x a month plus monthly meeting for 1 hour.
Taylor 3-6 GT 2:35-3:10

Tuesday: Emerson GT (3-6 graders) 12:35-1:50
emerson 1st enrichment 1:50-2:20
emerson k enrichment 2:20-2:50

Wednesday: Taylor GT monthly meetings are scheduled on wednesday (1st wednesday of the month from 2:35-3:10
Taylor 1st Grade 11:50-12:40

Thursday: Emerson GT 7-12 graders (1st and 3rd thursday of the month) 12:10-12:40
emerson 3-6 graders 12:40-1:55
emerson 2nd enrichment 2:15-2:45

Friday: Taylor 2nd grade enrichment 11:50-12:40
3-6 taylor gt 1:25-3:10

Bradley GT done by Leah Teague.

Monday 10:50-11:50 3rd and 4th identified
1:15-1:45 3rd and 4th identified
12:45-2:45 3and 4 identified

tuesday
1:15-1:45 2nd grade
wednesday
10:50-11:50 , 1:15-1:45, 1:45-2:45 (5th and 6th identified)

Thursday
12:30-1:00 1st grade
1:10-1:40 2nd grade

Friday
11:15 -11:45 k
11:45-12:15 k
12:15-12:45 1st

1:30-2:15 once a month meeting 7-12th graders

Gifted and Talented Services for 2013-2014

	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	17	11	14	8	15	13	18	6	16	7	125

- **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		30	Math, Social Studies, Science, English	GT Certified Teacher	This service is documented with weekly lesson plans, Kaplan identification Jot down, and student work.
1	Whole Group Enrichment		30	Math, Social Studies, Science	GT Certified Teacher	This service is documented with weekly lesson plans, Kaplan identification Jot down, and student work.
2	Whole Group Enrichment		30	Math, Social Studies, Science, English	GT Certified Teacher	This service is documented with weekly lesson plans, Kaplan identification Jot down, and student work.
3	Resource Room	17	150	Math, Social Studies, English	GT Certified Teacher	The resource room service is documented by lesson plans, student work, and evaluations of student performance.
4	Resource Room	11	150	Math, Social Studies, Science, English	GT Certified Teacher	The resource room service is documented by lesson plans, student work, and evaluations of student performance.
5	Resource Room	14	150	Math, Social Studies, English	GT Certified Teacher	The resource room service is documented by lesson plans, student work, and evaluations of student performance.
6	Resource Room	8	150	Math, Social Studies, Science, English	GT Certified Teacher	The resource room service is documented by lesson plans, student work, and evaluations of student performance.
7	Secondary Content Classes	15	225	Math, Social Studies, Science, English	GT Certified Teacher, Classroom Teacher, Classroom Teacher with Secondary Differentiation Training How delivery of services are divided: Classroom teacher and Classroom teacher with secondary differentiation training deliver the secondary content service to the students. GT certified teacher meets with secondary GT students 60 minutes a month.	This service is documented by a nine week content differentiation documentation in the four core classes. The students's placements will be evaluated yearly using the GT yearly evaluation review and the nine week content differentiation documents.
8	Secondary Content Classes	13	225	Math, Social Studies, Science, English	GT Certified Teacher, Classroom Teacher, Classroom Teacher with Secondary Differentiation Training How delivery of services are divided: Classroom teacher and Classroom teacher with secondary differentiation training deliver the secondary content service to the students. GT certified teacher meets with secondary GT students 60 minutes a month.	This service is documented by a nine week content differentiation documentation 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.
9	Secondary Content Classes	18	225	Math, Social Studies, Science, English	GT Certified Teacher, Classroom Teacher, Classroom Teacher with Secondary Differentiation Training How delivery of services are divided: Classroom teacher and Classroom teacher with secondary differentiation training deliver the secondary content service to the students. GT certified teacher meets with secondary GT students 60 minutes a month.	This service is documented by a nine week content differentiation documentation 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.
10	Secondary Content Classes	6	225	Math, Social Studies, Science, English	GT Certified Teacher, Classroom Teacher, Classroom Teacher with Secondary Differentiation Training, Pre-AP Trained Teacher, AP Trained Teacher How delivery of services are divided: Classroom teacher and Classroom teacher with secondary differentiation training deliver the secondary content service to the students. GT certified teacher meets with secondary GT students 60 minutes a month. Trained AP and Pre- AP teachers provide the delivery of services for these services.	This service is documented by a nine week content differentiation documentation 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. AP classes are documented by the required AP final test.

11	Advanced Placement (AP)	16	225	Math, Social Studies, Science, English	<p>GT Certified Teacher, Classroom Teacher, Classroom Teacher with Secondary Differentiation Training, Pre-AP Trained Teacher, AP Trained Teacher</p> <p>How delivery of services are divided: Classroom teacher and Classroom teacher with secondary differentiation training deliver the secondary content service to the students. GT certified teacher meets with secondary GT students 60 minutes a month.</p> <p>Trained AP and Pre AP teachers provide this service.</p>	<p>This service is documented by a nine week content differentiation documentation 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.</p> <p>AP is documented with the required AP final. Concurrent Credit/ Dual Enrollment- this service is documented by report cards and GT annual reviews of placements. Differentiation in AP classes is documented by the college board pre - approved syllabus.</p>
12	Advanced Placement (AP)	7	225	Math, Social Studies, Science, English	<p>GT Certified Teacher, Classroom Teacher, Classroom Teacher with Secondary Differentiation Training, Pre-AP Trained Teacher, AP Trained Teacher</p> <p>How delivery of services are divided: Classroom teacher and Classroom teacher with secondary differentiation training deliver the secondary content service to the students. GT certified teacher meets with secondary GT students 60 minutes a month.</p> <p>AP and Pre-AP deliver this service</p> <p>The classroom teacher provides ther service for concurrent credit.</p>	<p>This service is documented by a nine week content differentiation documentation 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.</p> <p>Final AP test scores Differentiation in AP classes is documented by the college board pre -approved syllabus.</p>
10	Pre-Advanced Placement (Pre-AP)	1	225	Social Studies, Science, English	<p>AP Trained Teacher</p>	<p>This service is documented by the AP teacher giving the GT coordinator a copy of lesson plans per nine weeks.</p>

**ARKNASAS DEPARTMENT OF EDUCATION
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2013-2014**

**Program Approval for Gifted/Talented Education
Cycle 2 School Districts
Evaluation Report**

While Gifted and Talented Programming should be evaluated each year, this report is a summary of those evaluations. Each stakeholder group must have the opportunity to evaluate the program at least once during the six-year cycle.

Program Option Name	Stakeholders Participating in Program Evaluation	Questionnaire/ Surveys	Interviews	Focus Groups	Other	Evaluation Results Summary
Whole Group Enrichment	Elementary Teachers, Principals	20	0	0	0	The program evaluation of whole group enrichment revealed that 100% of the teachers feel that their students benefit from whole group enrichment. One teacher stated, "I feel they learn a lot of additional information during group enrichment."
Resource Room	Elementary Teachers	20	0	0	0	The evaluation of the resource room by the elementary teachers revealed that 75% of the teacher feel that the students identified for the program are the ones who need to be. 100% of the teacher feel that the students in the program keep up with their work. 5% of the teachers had concerns that a few students were placed in the program who do not possess the characteristics of a GT student.
Resource Room	Elementary Students	34	0	0	0	88% of the elementary students said that they had benefited from being in the GT program. 12% said that they had not benefited. When asked how they benefited, they responded that they had learned a lot of new things, learned how to be creative, and acquired leadership skills. When asked what their best experience in GT was, the students said quiz bowl, the paper roller coaster competition, the talent show, and the Christmas play. When asked what should be dropped or changed about the GT program, 90% said nothing and a few students said more quiz bowls and more field trips.
Resource Room	Elementary Parents	11	0	0	0	The evaluation of the GT program by the elementary parents showed that 82% of the parents said that their child benefited from being in the GT program. 18% said that their child did not benefit. When asked to list ways that their child benefited, they put that they can research topics and use higher level thinking skills, improved problem-solving skills, and they experienced activities that they would not experience in the regular classroom.
Secondary Content Classes	High School Students, High School Teachers, Principals	25	0	0	0	The evaluation of the GT program by the 7-12 students showed that 100% of the students like receiving differentiated assignments and they are challenging to them. When asked what they would change about the program, they listed more field trips, more fun projects, and more GT meetings. The evaluation results from the high school administrators and teachers suggested that the program could be improved by keeping updated information on the school website.

What repetitive themes emerged in the evaluation results?

The results are: The students would like to take more field trips, do more research projects, and go to more quiz bowls. Overall, the gifted and talented program at Emerson-Taylor-Bradley School received a positive evaluation. AP and Pre Ap students were not given separate evaluations. They received the same evaluation as the other secondary GT Students.

Based on the evaluations, state 2 or 3 specific goals for guiding GT programming and staff development in your school district and state 2 or 3 objectives necessary to meet these goals.

1. Plan lessons for whole group enrichment that are aligned with the Common Core Standards. This goal will be met by collaborating with the regular classroom teachers to make sure their needs and the standards are met.
2. Increase representation and retention of underserved population. To meet this goal I will share information regarding if students are from an underserved population on information shared with the GT placement committee. If needed, I will provide additional profession development to all staff regarding characteristics and needs of GT students from underserved groups.
3. Communicate more effectively with staff and parents about the purpose of the GT program. This goal will be met by putting GT information on the school website.

To whom and in what form will these program EVALUATION RESULTS be disseminated?

The evaluation results will be disseminated to anyone who wants to view them. An email will be sent to the school district (every school district employee) stating that the results are available for viewing. They will also be placed on the school website.

Additional Comments