

# 2017-18 Gifted and Talented Program Approval Application

Due October 15th

Email address \*

[rogerst@mtree.k12.ar.us](mailto:rogerst@mtree.k12.ar.us)

## General Information

School District Name \*

Marked Tree School District

School District LEA Number \*

5604018

Gifted and Talented (GT) Administrator/Coordinator's Name as it appears on Arkansas Teaching License (6.01,6.02,6.03) \*

Teresa Rogers

**List the names of all additional licensed GT teachers or teachers on an approved Additional Licensure Plan (ALP) for GT providing direct services to GT students as the name appears on the teacher's Arkansas Teacher License.**

Not Applicable

**Advanced Placement (AP) Coordinator's Name (provide the names of each high school's AP Coordinator) \***

Terri Clayton

**AP Coordinator's Email (provide email for each coordinator) \***

[claytont@mtree.k12.ar.us](mailto:claytont@mtree.k12.ar.us)

**AP Coordinator's Phone Number (provide number for each AP coordinator) \***

[\(870\)358-2913](tel:(870)358-2913)

**List any changes from previous GT services or policies regarding Community Involvement (4.0); Staff Development (5.0); Personnel (only GT Administrator/Coordinator or GT Teachers) (6.0); Identification (7.0); Program Options (8.0); Curriculum (9.0); Evaluation (10.0).**

4.0-Community Involvement/ No changes

5.0- Staff Development/ The topics for the staff development have been updated to meet the needs of the district.

6.0-Personnel/ The district has a different GT Coordinator/Teacher than last year's.

7.0-Identification/ The Identification Committee has been updated.

8.0-Program Options/ There are some changes in personnel that provides Pre-AP/AP within the J.H. and H.S.

9.0-Curriculum/ The GT Scope and Sequence has been updated and the units of study altered to accommodate the students' needs and preference of the students' and teacher.

10.0-Evaluation/ The evaluation tool is slightly different than the tool used previously, as preferred by the G.T. Coordinator.

## Gifted and Talented Services for 2017-18

Complete the descriptions of ONLY those program options listed below that are used by the school district to serve students through enrichment, acceleration, and guidance (8.04,8.05).

**List each grade level served through Whole Group Enrichment (elementary K-2/3, or when used in conjunction with other program options in grades beyond grade 3); the number of minutes of weekly service, the type(s) of teachers delivering service (licensed GT teacher or a teacher on an approved ALP for GT, Classroom Teacher, Classroom Teacher with ADE approved training); how delivery of services is divided if delivered by multiple types of teachers; the assurance written documentation is available that the program option was developed in consultation with the GT Administrator/Coordinator, and a written plan of curriculum enrichment includes data (student actions/responses) collected for long-term identification for GT services (p.22, GT Standards).**

Students in grades K-3 are served through Whole Group Enrichment for 30 minutes per week. An approved teacher of the gifted works with the specialist teachers to offer an enrichment curriculum for the whole class. Specialist teachers provide 30 minutes of enrichment per week and the certified GT teacher provides instruction for 30 minutes per month in the areas of math, social studies, science, English, and higher order thinking skills.

In addition, the GT Coordinator provides lessons for the classroom teachers to conduct within their class setting. Classroom teachers submit samples of the lessons for documentation. Furthermore, since whole group enrichment is a form of long-term identification, students' responses are noted on the KOI chart and kept on file for references during the identification process.

**List each grade level served through Resource Room, the number of identified students served in each grade, and the number of minutes of weekly service provided by a licensed GT teacher or a teacher on an approved ALP for GT onsite or at a resource center (p.23, GT Standards) .**

Identified gifted students are provided instructional services different from those normally provided in the regular classroom within the GT Resource Room. The number of identified students served in each grade and number of minutes are:

Grade	4th Grade	5th Grade	6th Grade
Number of Students	5	10	5
Number of Minutes Weekly	150	150	150

**List each grade level served through Pre-Advanced Placement courses; the content areas offered; the number of identified students served in each grade level; the assurance teachers of the courses have current Pre-AP or AP training in the content area being taught or a current Additional Training Plan (ATP); and the assurance a licensed GT teacher maintains oversight of student activities and works with classroom teachers to document differentiation. (p.23, GT Standards).**

Pre-AP courses are offered in grades 7-9 in the following content areas:

7th Grade: English and Social Studies/ 225 minutes for 3 of the 6 identified GT students (50% participating)

8th Grade: English and Social Studies/ 225 minutes for 5 of the 11 identified GT students (45% participation rate).

9th Grade: Social Studies/ 225 minutes per week for 3 of 6 identified GT students (50%).

Teachers assigned to teach a Pre-AP and/or AP course must meet Arkansas Teacher Licensure requirements in the appropriate teaching area and must attend the appropriate required College Board training. Certificates obtained by attending the training are on file. In addition, the "Advanced Placement Training Records," list has been reviewed for current Pre-AP educators with the expiration date noted.

Differentiated lessons are documented through lesson plans and samples of student work, which are collected on a quarterly basis. In addition, the GT Coordinator allots 30 minutes each month with the identified gifted JH & HS students.

**List each grade level served through Advanced Placement courses; the number of identified students in each grade level; the content areas offered; the assurance teachers of the courses have current AP training in the AP course being taught or a current Additional Training Plan (ATP) for the course; the assurance a licensed GT teacher or a teacher on an approved ALP for GT maintains oversight of student activities and works with classroom teachers to document differentiation; and the course is approved by the College Board (pp.23-24, GT Standards).**

AP courses are offered in grades 10-12 for 225 minutes per week.

In 10th Grade, AP courses are offered in Science and Social Studies, however none of the five (0%) identified GT students are currently enrolled in these courses.

11th Graders are offered AP courses in the content areas of English, science, and social studies. 100% (10 total) of the identified GT students in 11th grade are enrolled.

AP courses are currently offered in English, math, science, and art for 12th graders. 9 of the 11(82%) identified GT students registered for these AP courses.

Teachers assigned to teach a Pre-AP and/or AP course meet Arkansas Teacher Licensure requirements in the appropriate teaching area and have attended the appropriate required College Board training. Certificates obtained by attending the training are on file, as well as a copy of the ATP forms that were sent in for AP Biology and AP Studio Art. In addition, the "Advanced Placement Training Records," list has been reviewed for current AP educators. The expiration date of their certificates have been noted to ensure all are up-to-date.

Differentiated lessons are documented through submission of College Board approved syllabus. In addition, the GT Coordinator allots 30 minutes each month with the identified gifted students.

**List each grade level served through Course Content (secondary); the number of identified students served in each grade level; the core content areas offered; the assurance teachers of the courses have had the ADE approved training, "Teaching the Gifted in Secondary Content Classes," or Pre-AP or AP training in the area taught; the assurance documentation of differentiation is collected quarterly under the oversight of a licensed GT teacher or a teacher on an approved ALP for GT; and meetings are held by a licensed GT teacher or a teacher on an approved ALP for GT with identified students monthly (p.21, GT Standards).**

Students in grades 7th-10th and 12th are currently being served through Secondary Course Content by educators that holds a current Pre-AP/AP certification. The number of students, that obtain 225 minutes per week of service, include:

7th Grade: 3/ English	10th Grade: 5/Math
8th Grade: 6/ English	11th Grade:None
9th Grade: 3/ English/Social Studies	12th Grade: 2/ English

Teachers assigned to serve gifted & talented students through Secondary Course Content have met the Arkansas Teacher Licensure requirements in the appropriate teaching area and have attended the appropriate required College Board training. College Board certificates are on file. In addition, the "Advanced Placement Training Records," list has been reviewed to note the district's educators and their expiration date. All of the educators meets the requirements to provide services to our gifted population.

Differentiated lessons are documented through lesson plans and samples of student work, which are collected on a quarterly basis. In addition, the GT Coordinator allots 30 minutes each month to meet with the identified gifted JH & HS students.

**List each secondary grade level served through a special class (one not normally offered in high school which may be interdisciplinary in nature) or GT Seminar class (course number 596100, or 970800 for 8th grade or below), the number of identified students served in each grade by a licensed GT**

**teacher or a teacher on an approved ALP for GT, and the assurance documentation of differentiation is available (p.24, GT Standards).**

Not Applicable

**List the grade levels and number of identified students in each grade served through Acceleration of content classes and/or grade level (p.22, GT Standards).**

Not Applicable, however the district provides acceleration as an option.

**List the grade level and number of identified students served through Cluster Grouping in a regular classroom by licensed GT teacher or a teacher on an approved ALP for GT (p.21, GT Standards).**

Not Applicable

**List the grade level and number of identified students served through the Consultant Teacher model who meet with a licensed GT teacher or a teacher on an approved ALP for GT regularly who designs differentiated activities to meet the needs of the students; the number of minutes of service per week; and the assurance the GT teacher works with the regular classroom teacher in delivering services to identified gifted students by developing management plans, providing demonstration lessons in the classroom, and supervising gifted students' progress (p.21, GT Standards).**

Not Applicable

**List each grade level served through a Self-contained Classroom (elementary) by a licensed GT teacher or a teacher on an approved ALP for GT providing instruction in all basic subject areas, the number of identified students served in each grade, and the assurance documentation of differentiation is available (p.23, GT Standards) .**

Not Applicable

**List each grade level served through Honors and Advanced classes (secondary), the content areas offered, the number of identified students served in each grade level, and the assurance documentation of differentiation is available for oversight by a licensed GT teacher or a teacher on an approved ALP for GT (p.23, GT Standards).**

Not Applicable

**List each grade level served through a special school or school-within-a-school for gifted students, the number of identified students served at each grade level, and taught by a licensed GT teacher or a teacher on an approved ALP for GT (p.24, GT Standards) .**

Not Applicable

**List each grade level served through a Magnet school (or component within a school), and the number of identified students served at each grade level (p.24, GT Standards) .**

Not Applicable

**List each grade level served through Mentorship (secondary) where an identified student works on a regular basis with an adult resource person with expertise matched to student interest. A licensed GT teacher or a teacher on an approved ALP for GT maintains oversight of student activities and works with mentors to document differentiation (p.24, GT Standards).**

Not Applicable

**List each grade level served through Endorsed Concurrent Enrollment Courses (secondary), the number of identified students served at each grade level, and the assurance students who complete a**

**course will qualify for academic credit in high school and the institution of higher education (p.24, GT Standards).**

None, however we have five students that attend ASUN for college courses, but they are not set up as "Concurrent Courses." The students will only obtain credit for college and not high-school.

**Provide information about any other GT service provided by the school district that was not included in the program option descriptions listed above including the grade levels served, the number of identified students served (or the number of students if service occurs prior to formal identification), and the type of teacher providing the service.**

Not Applicable

## Evaluation Summary

**Provide a summary of the evaluation findings that have been compiled and analyzed about all components of the GT program (10.03,10.05).**

All components of the gifted & talented program are evaluated annually. The written evaluation instrument included identification, staff development, program options, program goals and objectives, curriculum, community involvement, program expenditures, and evaluation process/plan within the assessment. The stakeholders that completed the evaluation included administration and staff, with seventeen recorded responses. The evaluation summary of each component shows the following:

. Identification- 47% agreed that the process for referring and identifying students for the GT program is made known to staff and community. While 23.5% disagreed and 29.4 were unsure.

. Non-bias Identification- 64.7% agreed that procedures promote identification of students in need of GT services regardless of race, religion, gender, socio-economic, etc. While, 5.9% disagreed and 29.4% were unsure.

. Staff Development- 23.5% agreed that opportunities to increase knowledge of the gifted are provided to staff, while 64.7 disagreed and 11.8% were unsure.

. Meet Needs of Gifted- 47.1% agree that all staff members work hand-in-hand to meet the needs of our gifted population and supportive of the gifted program. 35.3% disagreed and 17.6% didn't know.

. Program Options- 47.1% agreed that the program option of gifted education are systematically developed from kindergarten-twelfth grade; 17.6% disagreed and 35.3% were unsure.

. Parental Involvement- 23.5% agree that the program promoted awareness of gifted education to parents and



encourages parental involvement; 17.6% disagreed and 58.7% were unsure.

. Program Goals & Objectives- 23.5% agree that the program goals and objectives are systematically developed to assist in building an educational program for the gifted population; 17.6% disagreed and 23.5% didn't know.

. Curriculum- 35.3% agree that the curriculum for the gifted is differentiated in content, process, and/or product; 17.6% disagreed and 47.1% were unsure.

. Community Involvement- 18.8% agree that ongoing opportunities for community awareness and involvement are provided; 25% disagreed and 56.3% didn't know.

. Program Expenditures- 23.5% agree that the district provides expenditures to assist in funding the program; 11.8% disagreed and 64.7% were unsure.

. Personnel- 70.6% agreed that appropriate qualified personnel are involved in gifted learners; 5.9% disagreed and 23.5% didn't know.

. Evaluation Process/Plan- 11.8% agreed that the effectiveness of the educational opportunities, within the GT program, are evaluated annually; 35.3% disagreed and 52.9% were unsure.

Strengths noted included promoting creativity, completing challenging activities, identifying and challenging our GT population, and willingness to test anyone referred. The suggestions made for our program included offering more training for teachers, providing suggestions to classroom teachers, engaging students in grades 7-12th more, and seek ways to build thinking skills.

In addition to evaluating the components of the GT program, the students' data have been reviewed to identify their needs. Modifications throughout the year will be implemented to increase overall knowledge and growth of the gifted program.

## Submitting the GT Program Approval Application

Entering the name of the person submitting this GT Program Approval Application on the line below indicates the information in the application is correct to the best of the GT Coordinator's knowledge.

**Name of person submitting the GT Program Approval Application \***

Teresa Rogers

**All other evidence verifying compliance with Arkansas GT Program Approval Standards must be available on site (see evidence verifying compliance in GT Standards). The GT**

**Coordinator may receive an email if there are any questions about the information submitted. The GT Coordinator and the superintendent will receive emails indicating approval of the district's GT program as soon as possible. If a district is receiving a technical assistance visit (TAV) during the school year, program approval will not occur until after the visit.**