

# Maryetta Public Schools

## Gifted and Talented Education Plan

Approved by the Maryetta School Board of Education  
on Oct. 5, 2017.

  
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Maryetta Public  
Schools

# Gifted and Talented Education Plan



Maryetta Public Schools  
Stilwell Oklahoma  
October 2017

**Maryetta Public Schools  
Gifted/Talented Education Plan**

**TABLE OF CONTENTS**

	Introduction	
I.	Definition	1
II.	Mission Statement	2
III.	Program Goals	2
	A. Affective Support	2
	B. Appropriate Pacing	3
	C. Schoolwide Enrichment	4
IV.	Identification Procedures	6
	A. Steps in the Identification Process	7
	B. Parent Notification and Information	8
	C. Review of Progress	9
V.	Due Process Procedures	10
VI.	Plans and Development of the Gifted Program	10
	A. District Gifted Education Plan and Program Development	10
	B. Gifted/Talented Site Plan and Program Development	10
	C. Professional Development	11
	D. Parent Involvement and Education	12
	E. Evaluation	12

VII.	District Gifted Education Programming Advisory Council	13
VIII.	District Gifted Education Programming Advisory Committee	14
IX.	Gifted Education Program Staff	15
	A. Qualifications of Staff	15
	B. Responsibilities of Gifted Education Program Staff	15
X.	Budget	16
XI.	Expenditures Report	17
XII.	Differentiated Education	17
XIII.	Appropriate Pacing Strategies	18
XIV.	Enrichment Strategies	19
XV.	Affective Support Strategies	20

# MARYETTA PUBLIC SCHOOLS' GIFTED/TALENTED EDUCATION PLAN STILWELL, OKLAHOMA

## Introduction

The District shall provide appropriate educational services in order to develop the potential gifts within each child. "Gifted and talented children" are those who have evidenced high performance capability in cognitive ability such as intellectual or academic achievement; or in creativity and talent areas. The term "gifted" refers to a person who has the potential for performing at a remarkably high level of accomplishment, while "talented" refers to someone who is able to perform at a remarkably high level of accomplishment. In other words, one can be gifted and not be talented, while one who is talented is also gifted. The -Maryetta Public School's Gifted/Talented Program will identify students who demonstrate high potential and provide opportunities that develop cognitive and creative talents in those children through site-developed program plans. Gifted/Talented Site Plans will provide multiple options and multiple opportunities for students to develop their gifts and talents which are in alignment with the mission and goals of the District's Gifted/Talented Education Program Plan.

## I. Definition

*"Gifted and talented children" means those children identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services. For the purposes of this definition, category one students are those who have scored at the ninety seventh percentile (97<sup>th</sup> percentile) or above on any nationally standardized test of intellectual ability.*

A. *Said definition may also include category two students who have advanced intellectual and academic abilities and who meet the multi-criteria requirements set forth in the Maryetta Public Schools' Identification/Selection Matrix.*

B. *Said definition may also include category three students who excel in one or more of the following talent areas and who meet the criteria on the Talent Identification/Selection Matrix. Talent areas include:*

1. *Creative thinking ability*
2. *Leadership*
3. *Visual and performing arts*
4. *Specific academic ability*

*"Children and youth with outstanding talent perform, or show the potential for performing, at remarkably high levels of accomplishment when compared with others of their age, experience, or achievement. These children and youth exhibit high performance capability in intellectual, creative, or*

artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools. Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.”

(U.S. Department of Education, 1993)

## **II. Mission Statement**

The Maryetta Board of Education believes that there are gifted students whose intellectual capacity, rate of learning, and potential for creative contributions demand experiences different from, but connected to, the regular curriculum. These students exhibit high performance, or the potential to achieve, in intellectual, creative, or artistic areas; possess strong leadership capacity; or excel in specific academic fields. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate the academic, psychological, and social needs of students. It is our responsibility to provide students with educational opportunities that teach, challenge, and expand their knowledge, while simultaneously developing independent, self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

We are committed to the belief that it is the responsibility of the entire staff to meet the needs of gifted and talented students by identifying their high performance potential and providing learning experiences that develop those gifts and talents.

## **II. Program Goals**

To achieve this mission, the Maryetta Public Schools’ Gifted/Talented Program will provide a continuum of options designed to address specific needs of many different types and levels of giftedness and/or talent development from pre-K through grade 12. The Gifted/Talented Program will help students develop their academic, psychological, and social abilities to their maximum potential. Gifted/talented programming options are provided during the regular school schedule, and shall begin within three weeks of the beginning of the school term.

- A. Goal I – Affective Support:** Gifted/talented students are found in all races, cultures, genders, and socioeconomic groups. The Maryetta Public Schools will seek to identify all children who meet the criteria for the program and will include opportunities for all students through schoolwide enrichment. Affective support includes an ongoing process of identification of students for program inclusion from the time of school entry through the 12<sup>th</sup> grade. Program options shall be matched with students’ needs and abilities to help students reach their maximum potential. Gifted resource coordinators will provide additional support by monitoring identified gifted/talented student’s academic, social, and emotional progress. All students in the Maryetta Public Schools will have a safe learning environment where students are encouraged to actively participate in individual and group activities to enhance independence, interdependence, leadership, and lifelong learning. All school staff members will provide academic, social, and emotional support for gifted/talented children.

1. The academic and social/emotional development of students identified as gifted and talented for the State Department of Education's Gifted/Talented Child Count will be monitored by the gifted resource coordinator and/or counselor(s) as well as school staff.
2. The gifted resource coordinator, teacher, and/or counselor(s) will coordinate learning experiences for identified gifted/talented students who may need academic guidance/counseling. These services will consist of planned activities, sessions, and policies which will assist students in planning for their academic careers through school and post high school choices.
3. Gifted/talented resource coordinators and/or school staff will provide instructional activities that help students develop awareness of group stereotyping and its implications in historical and current discrimination.
4. Gifted/talented students will have instructional opportunities that promote self-awareness and appreciation of their own and others' language and cultural heritage.
5. Gifted/talented students will have instruction on appropriate methods of self-advocacy.
6. The specific social-emotional needs of the gifted/talented shall be addressed through program options such as small group book reviews done in a pull-out session or whole group push-in guidance/counseling (i.e., underachievement, perfectionism, or dealing with asynchronous development among gifted/talented individuals and peer group).
7. Mentor/counselor opportunities will be made with classroom teachers, other school staff, or community people who share the students' interests.

**B. Goal II – Appropriate Pacing of Curriculum and Instruction:** will be matched to students' learning readiness level, pace or rate of learning, and style of learning (differentiation of curriculum and instruction). Students will receive instruction that promotes both challenging and enjoyable high-end learning by blending standard curriculum activities with meaningful enrichment opportunities that encourage students to develop personal relevance in their learning, to create original products with their learning, and to offer possible solutions to real world problems. High-end learning opportunities will be infused into the total school program, (schoolwide enrichment) for all students to develop to their maximum potential. Students will receive instruction that creates a climate of support for psychological and social well-being. All students will acknowledge and respect the continuum of learning needs as part of affective support for holistic development of the gifted/talented child. This learning continuum includes differences in learners' pace or rate of learning, differences in topics of interest, differences in readiness level, and differences in students' preferred methods for presentation of learning. Action steps may include the following options:

1. Differentiation of Curriculum and Instruction: Curriculum and instruction is modified to provide for the students' learning needs by adaptations in content, process, and/or products.



- a. Assess and document on the Gifted/Talented Student Learning Profile the learning readiness level of students.
  - b. Provide options in curriculum and/or instruction that provide steady challenge as well as opportunities for exploration and development of students' interests.
  - c. Accommodate a variety of learning rates and styles with flexible skill or interest grouping, student projects, and choices in demonstration of learning.
  - d. Utilize pre-assessment and student contracts for compacting curriculum or making tiered assignments to make clear the expectations for those students who have demonstrated mastery of the expected learning objectives. Provide students differentiated options to allow them to move forward or expand the curriculum as they achieve mastery of content and skills.
  - e. Acceleration of curriculum and instruction: Students vary in their rate or pace of learning. Some students may be best served by acceleration options. Options available include the following:
    - i. Cross-grade grouping: student(s) may go to a higher grade level for instruction in curricular subject(s).
    - ii. Compacting curriculum and instruction: student(s) may demonstrate mastery of a unit or a chapter of study through teacher observation, or through classroom assessment. Students may receive credit for the assignments skipped in order to do special projects that are of high interest or are broadening or deepening the student's knowledge and/or abilities. Students may be graded based upon their demonstrated mastery through assessment, or in combination with alternative project grade(s) as the contract agreed upon by the teacher and student specifies.
2. Proficiency promotion: students may demonstrate mastery of a grade level or subject area or earn high school course credit by demonstrating mastery on a proficiency promotion exam. Mastery is demonstrated by students scoring ninety percent (90%) on a proficiency test that covers the skills and objectives taught in a grade level or subject area or high school course. Proficiency tests are offered twice each year and applications may be filed with the Director of Gifted/Talented and Advanced Placement Programs. Elementary and middle school students demonstrate mastery of an entire grade level by scoring an average of ninety percent (90%) on district grade level proficiency exams which cover math, reading, language arts, science, and social studies. Secondary students demonstrate mastery by scoring 90 percent (90%) on a proficiency test covering the skills and objectives covered in a course and can earn high school credit(s). Students who score ninety percent (90%) or better will receive credit for the course and an A will be recorded on the student's transcript. The transcript will reflect that the credit was earned through examination.
- C. Goal III - Schoolwide Enrichment** will be provided to all students through learning opportunities that allow students to pursue interests and to work in-depth to create products that

exhibit authentic learning. Curriculum will be supplemented by purposeful planning that takes into account the needs, interests, and capabilities of particular students; is flexible in order to allow students to move into and out of three types of enrichment learning opportunities as students' needs and interests are identified and talents developed. Enrichment can help students develop a broadened perspective as well as a deepened understanding of a field of study. Connecting and applying knowledge to situations and circumstances motivates students to learn.

1. Type I Enrichment includes the following features:

- a. Experiences and activities that are purposefully designed to expose students to a wide variety of disciplines (fields of study), visual and performing arts, topics, issues, occupations, hobbies, persons, places, and events
- b. Materials and/or activities that are ordinarily not covered in the regular curriculum
- c. Content that is already or may be developed into an ongoing interest of the students
- d. May use student interest surveys, community resource surveys, and/or surveys of faculty interest to assist the Gifted Education and Talented Programming Site Committee in selecting topics to be explored
- e. Encouragement of topics representing a diversity of disciplines
- f. General exploratory activities such as interest centers, guest speakers, demonstrations, special field trips, video, or film programs
- g. Community resource people who are models of creative/productive performance, or who are knowledgeable in their respective fields may provide enrichment learning opportunities
- h. Target audience(s) for Type I may be all the students in a school, grade, class or level, or it may be a special group of interested students

2. Type II Enrichment includes the following features:

- a. Process skills using materials, methods, and instructional techniques purposefully designed to promote the development of thinking and learning processes
- b. Higher level thinking skills such as critical thinking, creative or divergent thinking, problem solving, or questioning techniques
- c. Information and research skills, and advanced communication and production skills
- d. Encouragement for students to initiate and pursue further study in their areas of interest
- e. Target audience for Type II may be an entire class or a special group of interested students

- f. Recognition of need for Type II by the classroom teacher, by the gifted resource coordinator, or by the students who wish to pursue a Type II activity
3. Type III Enrichment should include all of the following features:
- a. Investigative activities and artistic productions in which the student becomes an actual investigator of a real problem or topic
  - b. Appropriate methods of inquiry
  - c. Opportunity for the student to begin thinking, feeling, and acting like a practicing professional
  - d. Project initiation by the student who has the desire and willingness to pursue an advanced level of study
  - e. Real purpose and product
  - f. Project will be presented to a real audience
  - g. Other instructional/enrichment options may include:
    - i. Learning centers
    - ii. Mentorships
    - iii. Seminars/Convocations/Symposia
    - iv. Guided research through independent study
    - v. Creative and academic competitions
    - vi. Interest groups
    - vii. Summer enrichment programs

#### **IV. Identification Procedures**

Identification of gifted students is an ongoing process extending from entry to school through grade twelve. Opportunities shall be provided for students to be nominated and considered for placement in gifted program options throughout their school experience. Procedures used in the identification process

will be nondiscriminatory with respect to gender, race, ethnicity, economic background, national origin, or handicapping condition. Procedures used in the identification process will be communicated to staff and parents in a variety of ways. Information about the Gifted/Talented Program will be available on the district website. The District Director of Gifted/Talented and Advanced Placement Programs will maintain a website that can be accessed from the Maryetta Public Schools' webpage. The District Gifted/Talented Plan as well as the identification criteria and procedures are posted on the website. Forms for nomination can be downloaded from the District Gifted/Talented Program website. The forms can be emailed or printed by contacting the Director of Gifted/Talented and Advanced Placement Programs. Each school within the Maryetta Public School district will have a Gifted/Talented Site Committee consisting of administrators, Gifted/Talented Resource Coordinators, teachers and other certified personnel that meet to review student records and nominations. After reviewing the criteria for Gifted/Talented identification and reviewing student nominations and records, the committee will make a decision regarding student placement in the Maryetta Gifted/Talented Program. Confidentiality procedures are followed in regard to records of placement decisions and data on all nominated students. 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. If the committee decides that a child meets the criteria for the Gifted/Talented Program, a letter is sent to the parents/guardians of the child asking for their written permission for the child to participate in the program and its services. Notification and records are returned to the District Director of Gifted/Talented and Advanced Placement Programs. Information about individual students obtained during the identification process. Records that may be useful for instruction will be shared with the appropriate members of the instructional staff, regardless of final placement. The Site Gifted/Talented Committee will review available program services and shall make appropriate service options available for individual identified students. The Gifted Resource Coordinator and classroom teachers shall record service options provided on a student profile sheet. This documentation of services shall be updated each year. Placement letter permission slips that are signed by the parents are kept by the Director of Gifted/Talented and Advanced Placement. Students placed in the program while in the Maryetta Public Schools will remain in the Gifted/Talented Program for the remainder of their school career. All records pertaining to placement decisions and data regarding all nominated students are kept on file for a minimum of five years. Those records shall be forwarded to the Director of the Gifted/Talented Program and shall be kept for a minimum of five years. Parents may contact the Director of Gifted/Talented and Advanced Placement if they disagree with the Gifted/Talented Site Committees decision. Further review will be done and parents will be informed of the results after the review. An appeal of a school site decision regarding placement can be presented to the District Director of Gifted/Talented and Advanced Placement Programs.

#### **A. Steps in the Identification Process**

1. A nationally standardized school ability test shall be administered periodically to all students.
2. The Maryetta Public Schools will utilize a variety of assessments appropriate to the child's skills and abilities and will make those available for students who have been nominated for the Gifted/Talented Program.
3. Parents will be contacted for written permission to assess students who have been nominated for placement in the Gifted/Talented Program when the exam is not part of the entire grade level assessment that is routinely administered. When students do not qualify based on the test results, parents may request an additional assessment by contacting the school's Gifted

Resource Coordinator, or the Director of Gifted/Talented and Advanced Placement Programs.

4. Students scoring at or above the 97th percentile on the composite score of a nationally standardized school ability test shall be identified for the Maryetta Public Schools' Gifted/Talented Program.
5. Students moving into the Maryetta Public Schools from another district or school shall be identified as gifted/talented with a previous composite test score of 97<sup>th</sup> percentile or better on a nationally standardized school ability test. Their records will be reviewed and analyzed by the gifted site committee for category 2 identification using the Matrix Form.
6. Nominations may be made by parents, teachers, students (self or peers), community members, and other professionals at any time during a student's school experience. Nominations for Category 2 identification shall be reviewed by the certified staff members who serve on the gifted site committee. All test scores and performance criteria, including talent, will be analyzed for identification purposes. The site committee will be chaired by the Gifted Resource Coordinator who has had professional development in gifted/talented education and in procedures to be followed in the identification process. Talent forms shall be used to nominate students who exhibit talent at a remarkably high level of accomplishment when compared to others of their age and grade level and can be found on the Gifted/Talented Program website. No single criterion or score is used to exclude a student from placement. Talent nomination forms can be submitted to the Gifted/Talented Site Committee of the school to which the child attends. The nomination form will be reviewed by certified staff members serving on the Gifted/Talented Site Committee for Category 2 identification.
7. A gifted/talented site committee or middle school core team will use the Maryetta Public Schools' Identification/Selection Matrix. A total of twelve points on the Matrix qualifies students for inclusion in Category 2 of the Gifted/Talented Program which utilizes multiple criteria to identify students for placement in the Maryetta Gifted/Talented Program. When students do not qualify with one assessment, parents may request that an additional assessment be administered. No single criterion or score is used to exclude a student from being identified.
8. All students meeting the above criteria will be identified for Gifted Child Count and shall receive program options that best meet their needs through affective support, appropriate pacing of curriculum and instruction, and schoolwide enrichment, as defined in Section III above.
9. Professional development is provided each year to the Gifted Resource Coordinators and site committee members regarding the procedures for identification of gifted/talented students.

#### **B. Parent Notification and Information**

1. Parents of all students identified for the State Department of Education Child Count shall be notified in writing of their student's placement in the Gifted and Talented Program. Parents

will need to sign and return the permission form for their child to participate in the gifted/talented program. The forms are on file with the Director of Gifted/Talented and Advanced Placement Programs.

2. A written summary of the site gifted education programming plan shall accompany the notification.
3. Parents will receive information on the identification process as well as the implications for curriculum and instruction as well as advocacy and affective support for gifted/talented children. Parents can get information about the Gifted/Talented Program and its services from the Director of Gifted/Talented and Advanced Placement Program, the district website, and from principals, teachers, and Gifted Resource Coordinators. They may also receive information by attending site meetings scheduled at each school and the District Gifted Council Meetings. Dates of those meetings are posted on the district and site events calendars.
4. Parent representatives are selected by each school's principal and Gifted Resource Coordinator to serve on the Site Gifted/Talented Committee. Those parents can be a resource for other parents at each school site for information about the Gifted/Talented Program. Student records and student privacy laws prohibit parents who serve on the Site Gifted/Talented Committee from seeing any student information and they do not participate in the identification process. All parents of gifted/talented children are encouraged to communicate with the Gifted/Talented Resource Coordinator and to offer their ideas and recommendations for programming options and resources for serving gifted/talented students. Gifted/Talented Resource Coordinators hold site parent meetings and explain how children are served through the classroom as well as through other learning opportunities.

#### **C. Review of Progress**

1. An informal review of progress and appropriate program options shall be ongoing by each site's Gifted/Talented Resource Coordinator. Options provided will be recorded on a student profile information sheet by classroom teachers as well as the Gifted Resource Coordinator.
2. Students may be removed from a program option or service which is not meeting their educational needs with prior notification to the Site Gifted/Talented Resource Coordinator, District Director of Gifted/Talented and Advanced Placement Programs, and following a conference with parents and appropriate instructional staff.
3. Students whose needs are not met by current program options will be considered for other program options or strategies, which may better meet their needs.
4. Students may be removed from the gifted programming option or strategy by parent request at any time. Alternative options may be sought in order to meet the student's needs.
5. Strict confidentiality procedures, as elsewhere defined in Board policy, will be followed in regard to records of placement decisions and data on all nominated students.

6. Parents may appeal a placement decision with which they disagree. Appeals will be made to the Gifted/Talented Site Committee. Further appeals may be made to the District Director of the Gifted/Talented Education Program.

## **V. Due Process Procedures**

- A. Parents and/or teachers may request the administration of a standardized written or oral ability test for a student without recent ability test scores, or for a student for whom a written ability test may be an inadequate measure of the child's ability. Written parental permission is required before an individual evaluation may be administered.
- B. No test scores are released outside the school except to the parent or by written permission by the parent.
- C. Recent nationally standardized ability and achievement test scores provided by other school districts will be accepted in accordance with the identification procedures outlined above.

## **VI. Plans and Development of the Gifted Program**

### **A. District Gifted Education Plan and Program Development**

1. The District will submit to the State Department of Education any updates or changes to the Gifted/Talented Education Plan. The report to the State Department of Education will also include child count numbers of identified students as of October 15<sup>th</sup> each year who have been placed in the gifted program. Also included in the report will be a Gifted/Talented Education Program proposed budget for the current school year.
2. Updates or changes to the Maryetta Gifted/Talented Education Plan will reflect feedback from the school sites, the District Gifted/Talented Education Programming Advisory Committee, and the Maryetta Board of Education.

### **B. Gifted/Talented Site Plan and Program Development**

1. Each school's Gifted/Talented Site Committee will develop a plan that is aligned with the district's Gifted/Talented Program Plan. Its purpose is to identify multiple options and opportunities for meeting the needs of its gifted and talented students. A copy of that plan will be filed with the District Director of the Gifted/Talented Education Program by the end of October of each school year. Gifted child educational programming is ongoing and a part of the school schedule. Differentiated education shall be in place within three weeks of the beginning of the school term.
2. The Gifted/Talented Site Plan will include site-specific information about how the school's plan addresses the district's goals for providing appropriate pacing, schoolwide enrichment,

and affective support. The plan will list the members of the Gifted/Talented Site Committee. The Gifted and Talented Site Plan will include the criteria used in the identification and placement process. Professional development opportunities for staff members will include information about the gifted/talented identification process. A list of all planned professional development activities pertaining to the education of gifted/talented students shall be listed. The plan will also include how the program options and opportunities will be evaluated. A proposed budget will be approved by the Site Gifted/Talented Committee and submitted to the District Director of Gifted/Talented Education as part of the Gifted/Talented Site Plan.

3. The certified staff members of the Gifted/Talented Site Committee will review student records and nomination forms for the identification of gifted/talented students.
4. The Gifted /Talented Site Committee will develop the procedures for determining the needs of those students and for selecting the gifted programming options that are most appropriate for each identified student.
5. The Gifted/Talented Site Committee will consist of administrator(s), teachers, specialists, and parent(s).
6. The certified staff members who serve on the Site Gifted/Talented Site Committee will be appointed by the principal. The certified members will include the principal or his/her designee, Gifted Resource Coordinator(s), two classroom teachers, the library media specialist, and the counselor. Others may be added at the discretion of the principal.
7. Parents at the site will be selected to serve on the Gifted/Talented Site Committee and will serve as parent representatives on the District Gifted/Talented Council. Recommended length of service is for two or three years before other parents are selected to take their place. At least two parents from each school will serve each year. Limiting the number of years as well as staggering the introduction of new parents who serve on the Gifted/Talented Site Committee will allow more parents to serve as well as provide continuity of experience.

### **C. Professional Development**

Opportunities for professional development in gifted/talented education will be provided for all certified staff members. The professional development will help teachers understand the learning needs and characteristics of gifted/talented children and to develop strategies and options that assist gifted/talented students in reaching their maximum potential. Topics for professional development may include differentiated instructional strategies, modifications of curriculum and instruction, assessment of learning readiness, social/emotional needs of gifted/talented students, learning styles, twice-exceptional students, research on acceleration, underachievement, and perfectionism.

Professional development opportunities may be obtained through:



1. Local, state, and national conferences with a gifted/talented education focus (i.e., EncycloMedia Conference, OAGCT Conference, or Confratute Summer Program)
2. Professional development workshops or faculty meeting sessions provided by district or site personnel who are trained in gifted/talented education
3. Gifted Resource Coordinator Advisory Boards
4. Artists-in-Residence, authors, historians, consultants, etc.
5. CollegeBoard Advanced Placement Training and Conferences

#### **D. Parent Involvement and Education**

Parent involvement will be a key component in the development of the Site Gifted/Talented Plan as well as the District Gifted/Talented Plan. Parental involvement roles include the following:

1. Gifted Education Programming Site Committee Member
2. District Gifted Education Programming Advisory Council and/or District Gifted Education Programming Advisory Committee Member
3. Participant in own child's gifted education plan development
4. Resource person
  - a. Guest Speaker
  - b. Mentor
  - c. Group Leader
  - d. Sponsor
  - e. Tutor
5. Participant in gifted education meetings

District-wide and site parent education will be provided to enhance the home/school collaboration in meeting the needs of students. Issues to be addressed will include understanding giftedness; Maryetta's gifted education programming model; ways to help a gifted child with academic, emotional, and social needs; available District gifted programming opportunities, courses, and services; preparation for after high school; resources available to parents; and community program opportunities and resources.

#### **E. Evaluation**

1. A systematic plan for ongoing evaluation is part of gifted programming planning and implementation. An ongoing evaluation process will be established by the District. Each site

plan will provide an evaluation process. Previous evaluations will be the basis for site planning. The ongoing evaluation process will be reviewed by the District Gifted Education Programming Advisory Council and the District Gifted Education Programming Advisory Committee.

2. Students, teachers, parents, and administrators will annually evaluate gifted educational programming at each school site. Evaluation results will be analyzed and communicated in a timely and meaningful way to programming decision makers at the site level, the district level, and, as appropriate, to students, parents, and the public.
3. The evaluation process assesses each component of gifted educational programming. These include:
  - a. Identification
  - b. Curriculum and instruction
  - c. Professional development
  - d. Affective support for gifted/talented children
  - e. Community involvement
  - f. Program management by Gifted Resource Coordinator
  - g. Evaluation process
  - h. Parent involvement and education
  - i. Programming options
4. The evaluation process will focus on the appropriateness of educational programming provided for gifted students.
5. A plan for evaluation will be developed at the time the programming option is planned, specifying data to be collected and personnel responsible for analysis of the data.
6. Data for evaluation will be obtained from a variety of instruments, procedure and information sources, including students, parents, teachers, and community resource persons.
7. Students' progress will be assessed with attention to mastery of content, higher level thinking skills, and creativity.
8. Advanced content courses will be noted on student transcripts.

## **VII. District Gifted Education Programming Advisory Council**

- A. The District Gifted Education Programming Advisory Council will consist of the elected parent representatives serving on the Gifted/Talented Site Committees.

- B. The District Gifted/Talented Advisory Council will meet four times a year to provide networking opportunities, parent education, input for the District program services, and gifted programming plan development.
- C. The District Gifted Education Programming Advisory Council will elect at least three parent representatives from within the Council to be submitted to the Board of Education for approval, and selection to serve on the District Gifted Education Programming Advisory Committee. All three school levels (elementary, middle school, and upper secondary) will be represented on this Committee.

### **VIII. District Gifted Education Programming Advisory Committee**

- A. The District Gifted Education Programming Advisory Committee members will be appointed by the Board of Education upon the recommendation of the Superintendent. The Committee will consist of *at least three (3) but no more than eleven (11) members, at least one-third (1/3) of whom shall be selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children.* [70 O.S. 1210.308(A)]
- B. The District Gifted Education Programming Advisory Committee will be demographically representative of the community. The parent representative names to be submitted to the Board will be elected by the District Gifted Education Programming Advisory Council.
- C. The District Gifted Education Programming Advisory Committee *will be appointed by the Maryetta Public School Board by September 15th of each school year, and shall serve two-year terms, with alternating terms of service. The committee members will consist of parents of children identified as gifted and talented and community members who may be, but are not required to be, parents of students within the district.* [70 O.S. 1210.308(A)]
- D. The first meeting will be called by the Superintendent no later than October 1 of each year. At this meeting, the District Gifted Education Programming Advisory Committee will elect a chair and a vice-chair.
- E. The District Gifted Education Programming Advisory Committee will meet at other times during the year as necessary in meeting space furnished by the District. All meetings of the Committee will be subject to the provisions of the Oklahoma Open Meetings Act.
- F. The school district will furnish staff that has training in gifted/talented education for the District Gifted Education Programming Advisory Committee.
- G. *The District Gifted Education Programming Advisory Committee will assist in the formulation of the District goals for gifted education, assist in the development of the District plan for gifted child educational programming, assist in preparation of the District report on gifted child educational programming, and perform other advisory duties as requested by the Board of Education.* [70 O.S. 1210.308(C)]

## **IX. Gifted Education Program Staff**

### **A. Qualifications of Staff**

1. Teachers must hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program.
2. Gifted resource coordinators must hold a valid Oklahoma teaching certificate.
3. Teachers whose duties include direct involvement with gifted and talented students shall participate each year in in-service training or college training designed to educate and assist them in the area of gifted education.
4. Gifted resource coordinators shall participate each year in in-service training or college training designed to educate and assist them in the area of gifted education.
5. Each year administrators responsible for gifted education programming will attend professional development related to the educational needs of gifted students.

### **B. Responsibilities of Gifted Education Program Staff**

1. The Superintendent or the District Director of the Gifted Education Program will be responsible for working with the District Gifted Education Programming Advisory Council and District Gifted Education Programming Advisory Committee, overseeing the site Gifted Resource Coordinators and Gifted/Talented Site plans, and filing such reports and information as are required by the State Department of Education relative to gifted educational programming.
2. The principal or site Gifted Resourced Coordinator will be responsible for working with the Gifted/Talented Site Committee, coordinating gifted educational programming related to the Gifted/Talented Site Plan, and completing such reports and information as required by the district for gifted educational programming.
3. The Gifted/Talented Site Committee will work with the Site Gifted Resource Coordinator to develop the Gifted/Talented Site Plan each year. The Gifted Resource Coordinator is responsible for coordinating the site gifted programming options. Gifted programming is ongoing and is a part of the school schedule. Differentiated education shall be in place within three weeks of the beginning of the school term.
4. Under the direction of the District Director of the Gifted and Talented Program, an organizational document will be developed at each site which clearly delineates roles, responsibilities, and coordination procedures in regard to gifted educational programming options.
5. Strategies for managing the Gifted/Talented Site Plan are addressed by both the regular classroom teacher and the Gifted Resource Coordinator. They will work closely together to

implement appropriate pacing, plan enrichment, coordinate resources, and facilitate affective support when needed.

- a. The Gifted Resource Coordinator provides professional support through modeling, consultation, co-teaching, collaborative problem solving, inservice training, and assistance to classroom teachers in finding and securing resource materials and/or resource persons.
  - b. The Gifted Resource Coordinator is responsible for coordinating gifted student identification, monitoring student progress, and maintaining student profile records.
  - c. Classroom teachers will have and provide, upon request, documentation demonstrating that curriculum has been and continues to be modified in pace, breadth, and depth.
6. The counselor(s) is responsible for guidance and counseling, monitoring student progress, and maintenance of student records.
  7. The library media specialist(s) is responsible for providing to students and teachers the assistance and/or resources needed to implement gifted programming options.
  8. The District Director of Gifted/Talented and Advanced Placement Program is responsible for providing students and teachers the assistance needed to implement the gifted programming options. Examples are class demonstrations, mentoring, professional development, resource linking, and collaboration in the gifted programming options development and implementation.

## **X. Budget**

- A. Each site Gifted Resource Coordinator, in conjunction with the Gifted/Talented Site Committee and administration, will prepare a budget for gifted educational programming as a part of the Gifted Education Programming Site Plan.
- B. The District Director of the Gifted/Talented Program will prepare, in conjunction with the Superintendent and the District Gifted Education Programming Advisory Committee, the district budget for gifted educational programming. Submission of the Summary Budget shall be done online by August 1<sup>st</sup> each year. The Preliminary Budget is submitted as a part of the State Department's Child Count Report submitted by October 15<sup>th</sup> each school year.
- C. The district budget for gifted educational programming will be prepared on forms required by the State Department of Education and submitted as required each year for the current school year.
- D. The District budget for gifted education programming will be approved by the Board of Education as a part of the final budget for the current fiscal year according to the timeline outlined in SB 1084.

## **XI. Expenditures Report**

- A. An expenditures report for the previous school year will be submitted by the Superintendent to the State Department of Education by August 1 of each year as required by 70 O.S. 1210.307(D).
- B. The report will outline the expenditures made by the District during that year for gifted child educational programming. [70 O.S. 1210.307(D)]
- C. The report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System.

## **XII. Differentiated Education**

Differentiated education includes multiple programming options and curriculum which is modified in pace, breadth, and depth.

- A. Programming Strategies
  - 1. Programming strategies are coordinated to guide the development of gifted students from the time they are identified through graduation from high school.
  - 2. Students' placement in programming strategies is based on their abilities, needs, and interests.
  - 3. Gifted educational programming is ongoing and a part of the school schedule.
  - 4. Differentiated instruction shall be in place within three weeks of the beginning of the school term.
- B. Curriculum
  - 1. Curriculum for the gifted student extends or replaces the regular curriculum.
  - 2. Curriculum is differentiated in content, process, and/or product.
  - 3. Content is differentiated in breadth, depth, and/or pace.
  - 4. Processes for gifted students stress creativity and higher level thinking skills.
  - 5. Developmental appropriateness is a fundamental consideration.
  - 6. Curriculum is planned to assure continuity.

### **XIII. Appropriate Pacing Strategies**

These strategies are instructional/organizational strategies, which match the student's learning readiness level, rate of learning, and affective support.

- A. Individualization of Instruction: Instructional procedures for selection and creation of materials and processes that are based on student's individual physical, mental, psychological, and emotional needs
- B. Continuous progress: Appropriate instruction delivered daily that allows students to move ahead as content and skills are mastered; breaks in age-in-grade lockstep
- C. Acceleration: Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average
- D. Pre-testing and Curriculum Compacting: Adjustment of the instructional plan for students who have mastered some or all of the content to be covered in a unit
- E. Cluster Groups: Grouping of high-ability students within a classroom that are an integrated part of the class, but may have some different learning opportunities and materials with which to work
- F. Instructional Groups: Grouping of high achieving students that work together within or outside the regular classroom for a particular subject area (i.e., mathematics or reading)
- G. Multi-age or Cross-age Groups: Strategy which allows students to travel to the appropriate grade classroom for instruction when the students need instruction at an advanced level
- H. Mini-courses: Short courses that provide for curriculum and interest extensions
- I. Independent study units: Self-selected and individually contracted research projects on in-depth topics with a variety of final product formats
- J. Advanced Level, Honors, Enriched, and Accelerated Classes: Classes with course content normally taught at a high grade level or content in greater depth
- K. Advanced Placement Courses: College-level courses provided at the Secondary level for which students may receive college credit by examination (administered by the Advanced Placement Program of the College Board)
- L. Dual Enrollment: Attendance of classes at two different school levels during the same school session (i.e., middle school and mid-high school)
- M. Concurrent Enrollment: Attendance of classes in public school and college during the same school session
- N. Online Courses: High school courses taken online through an approved university

- O. Proficiency-based promotion: Students who demonstrate proficiency in a set of competencies at the 90% level shall be advanced to the next level of study in the appropriate curricular areas. This decision will take into consideration social, emotional, physical, and mental growth. For 9-12 courses, the students received credit toward graduation upon satisfactory completion of a comprehensive examination and demonstration of proficiency.
- P. Ongoing Assessment: Students' abilities and needs are continually assessed through both formal and informal means designed to discover and nurture talent. The results are used as the basis for individual educational planning.

#### **XIV. Enrichment Strategies**

These strategies include experiences or activities that are above or beyond the "regular curriculum". These experiences may be as general as school-wide or as specialized as for one individual.

- A. Type I – General Exploratory Activities: Type I enrichment consists of experiences and activities that are purposefully designed to expose students to a wide variety of disciplines (fields of study), visual and performing arts, topics, issues, occupations, hobbies, persons, places, and events that are not ordinarily covered in the regular curriculum and in which students may have or may develop a sincere interest.
- B. Type II – Enrichment Process Skills: Type II enrichment consists of materials, methods, and instructional techniques that are purposefully designed to promote the development of thinking and learning processes which prepare students to initiate and pursue further study in their areas of interest. These processes include higher level thinking skills such as critical thinking, creativity or divergent thinking, problem solving, or questioning techniques. Also included are information and research skills and advanced communication and production skills.
- C. Type III – Advanced Level Investigation and Production: Type III activities are student initiated, centered on a real purpose and product, and ultimately presented to a real audience.
- D. Enrichment Examples:
  - 1. Interest Groups: Any group organized from one or more classrooms on the basis of interest in a topic, usually short term in duration.
  - 2. Enrichment of content in the Regular Classroom: Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests and capabilities of particular students



in mind. Appropriate enrichment experiences are not a repetition of material (i.e., curriculum compacting or learning centers).

3. **Mentorships:** Students observe and assist adults away from school on the site of some real-world occupation.
4. **Seminars/Convocations/Symposiums:** Special short-term sessions where students focus on one area of study.
5. **Creative and academic competitions:** Organized opportunities for students to enter local, regional, state, or national contests in a variety of areas.
6. **Summer Enrichment Programs:** Enrichment classes or courses offered during the summer months.
7. **Saturday Enrichment Programs:** Enrichment classes or courses offered on Saturday.
8. **Learning Centers:** A designated area or portable center designed to enrich and/or accelerate students' interests in a given content area.
9. **"Junior Great Books":** Discussions of great literature led by an adult discussion leader using a prepared question guide.
10. **STEM activities:** Enrichment for class and GT students

## **XV. Affective Support Strategies**

This component includes the identification, monitoring, and provision of support services.

- A. **Guidance and Counseling:** Planned activities, sessions, and policies that assist gifted and talented students in planning their academic careers in school and after high school, and that also address the specific social-emotional needs of the gifted such as underachievement.
  1. Guidance through individual consultation with the gifted resource coordinator and/or the school counselor
  2. Guidance through mini-courses or affective groups
  3. Career seminars or other activities
  4. Educational/academic counseling

5. Mentor/counselor arrangements with classroom teachers who share the students' interests

Reference: OAC 210:15-23-1 through 8, State Department of Education Gifted and Talented Education Regulations and Program Approval Standards.