

ASBVI GATE



Gifted and Talented Education

Program Handbook



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INTRODUCTION

The purpose of this handbook is to serve as a guide in program development and implementation of the Arkansas School for the Blind and Visually Impaired GATE Program.

GATE is an acronym for Gifted and Talented Education. The handbook contains a detailed description of the operational facets of the Arkansas School for the Blind and Visually Impaired Gifted and Talented Program. It also describes the framework of a differentiated curriculum. Revisions will and should occur as teachers, students, parents, and administrative personnel react to the program and the curriculum.



ASBVI Gifted and Talented Education

Philosophy

Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services.

Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment, and/or motivation, and creative ability.

Developing the unique potential of the gifted and talented student in order to realize his/her contribution to self and society requires differentiated educational programs and/or services beyond those normally provided by the regular school program. Each gifted and talented student needs time during the school experience to work with intellectual peers, work alone in independent study, and work with mainstream students.

The talents of all students within the District are cultivated through the various activities offered by the schools. Additionally, teachers shall modify the curriculum for identified gifted and talented students.

Identification of gifted and talented students will be determined by a screening committee using a case study approach with multiple criteria that are non-discriminatory in nature. The identification procedures will be coordinated within ASBVI through the coordinator for gifted and talented and the school's screening committee. The process will include nominations from the total schools' population, screening, selection, and placement in appropriate program options. Nominations are welcomed at the beginning of each year, but may be possible throughout the year.

The ultimate goal in designing and implementing appropriate program options for gifted and talented students is to develop within the student a desire for excellence and a sense of responsibility to self and society.



Gifted and Talented Education

Program Goals

1. Each student develops self-understanding.
 - Recognizes and uses abilities
 - Becomes self-directed
 - Appreciates likenesses and differences between self and others
 - Develops a positive self-image
2. Each student develops an understanding of giftedness.
 - Understands self as a gifted individual
 - Learns to cope with frustrations and stress
 - Develops realistic expectations of self and others
 - Understands role in the school, community, and society
 - Understands role in shaping the future
3. Each student develops intellectual curiosity and develops a lifetime commitment to learning.
 - Becomes an autonomous learner
 - Becomes self-motivated
 - Explores areas of interest
 - Becomes familiar with community
4. Each student develops research skills and methods.
 - Becomes familiar with available resources
 - Develops and understanding of advanced study techniques
 - Learns effective time management
 - Gathers information in an organized and systematic way
5. Each student develops products that challenge existing ideas and produce new ideas.
 - Learns to communicate in written form
 - Learns to express self verbally
 - Uses varied techniques, materials, and forms
 - Learns to identify and select appropriate audiences
 - Communicates with an audience effectively
 - Evaluates products using appropriate and specific criteria
6. Each student develops creative, complex, abstract, and /or higher level thinking skills.
 - Develops critical thinking skills
 - Develops open-ended questioning techniques with an emphasis on generalization, analysis, and synthesis
 - Exhibits uninhibited thinking through the production of large numbers of ideas and solutions



7. Each student explores content areas that are related to broad-based issues, themes, or problems.
 - Understands the integration of multiple disciplines into areas of study
 - Develops multicultural awareness
 - Develops responsible attitudes toward real life situations and problems.



Definition of Gifted and Talented

Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and /or services. Possession of these gifts, or the potential for their development, will be evidenced through an interaction of above average, task commitment, and/or motivation, and creative ability.



Characteristics of the Gifted and Talented

(Produced for the Office of Gifted and Talented, U.S. Office of Education, Department of Health, Education, and Welfare by the Council for Exceptional Children)

There are numerous lists of characteristics or distinguishing features and attributes of gifted and talented children. Teachers and parents should interpret any single list, including this one, as exemplary rather than exclusive. Few gifted children will display all of the characteristics. Understanding the characteristics of gifted and talented children will help parents and teachers sharpen their observations of these children in two distinct ways: (a) while characteristics do not necessarily define who is a gifted child, they do constitute observable behaviors, and (b) these characteristics are signals to indicate that a particular child might warrant closer observation and could require specialized educational attention, pending a more comprehensive assessment.



General Characteristics of Gifted/Talented Children

- They typically learn to read earlier with a better comprehension of the nuances of the language. As many as half of the gifted and talented population have learned to read before entering school. They often read widely, quickly, and intensely, and have large vocabularies.
- They commonly learn basic skills better, more quickly, and with less practice.
- They are better able to construct and handle abstractions than their age mates.
- They are frequently able to pick up and interpret nonverbal cues and can draw inferences that other children have to have spelled out for them.
- They take less for granted, seeking the “hows” and “whys”.
- They display a better ability to work independently at an earlier age and for longer periods of time than other children.
- They can sustain longer periods of concentration and attention.
- Their interests are often both wildly eclectic and intensely focused.
- They frequently have seemingly boundless energy, which sometimes leads to a misdiagnosis of “hyperactive”.
- They are usually able to respond and relate well to parents, teachers, and other adults.
- They may prefer the company of older children and adults to that of their peers.



Creative Characteristics

- They are fluent thinkers, able to produce a large quantity of possibilities, consequences, or related ideas.
- They are flexible thinkers, able to use many different alternatives and approaches to problem solving.
- They are original thinkers, seeking new, unusual, or unconventional associations and combinations among items of information. They also have an ability to see relationships among seemingly unrelated objects, ideas, or facts.
- They are elaborative thinkers, producing new steps, ideas, responses, or other embellishments to a basic idea, situation, or problem.
- They show a willingness to entertain complexity and seem to thrive in problem situations.
- They are good guessers and can construct hypotheses or “what if” questions readily.
- They are often aware of their own impulsiveness and irrationality within themselves and show emotional sensitivity.
- They have a high level of curiosity about objects, ideas, situations, or events.
- They often display intellectual playfulness, fantasize, and imagine readily.
- They can be less intellectually inhibited than their peers in expressing opinions and ideas, and often exhibit spirited disagreement.
- They have a sensitivity to beauty and are attracted to aesthetic dimensions.



Learning Characteristics

- Gifted and talented children often show keen powers of observation, exhibit a sense of the significant, and have an eye for important details.
- They often read a great deal on their own, preferring books and magazines written for youngsters older than themselves.
- They take great pleasure in intellectual activity.
- They have well developed powers of abstraction, conceptualization, and synthesizing abilities.
- They have rapid insight into cause-effect relationships.
- They tend to like structure, organization, and consistency in their environments. They may resent the violation of structure and rules.
- They display a questioning attitude and seek information for the sake of having it as much as for its instrumental value.
- They are often skeptical, critical, and evaluative. They are quick to spot inconsistencies.
- They often have a large storehouse of information regarding a variety of topics, which they can recall quickly.
- They show a ready grasp of underlying principles and can often make valid generalizations about events, people, or objects.
- They readily perceive similarities, differences, and abnormalities.
- They often attack complicated material by separating it into its components and analyzing it systematically.
- They have a well-developed common sense.



Behavioral Characteristics

- They are willing to examine the unusual and are highly inquisitive.
- Their behavior is often well organized, goal directed, and efficient with respect to tasks and problems.
- They exhibit an intrinsic motivation to learn, find out, or explore and are often very persistent. “I’d rather do it myself” is a common attitude.
- They enjoy learning new things and new ways of doing things.
- They have a longer attention and concentration span than their peers.
- They are more independent and less subject to peer pressure than their age mates. They are able to be conforming or nonconforming as the situation demands.
- They have a highly developed moral and ethical sense.
- They are able to integrate opposing impulses, such as constructive and destructive behavior.
- They often exhibit daydreaming behavior.
- They may seek to conceal their abilities so as not to “stick out”.
- They often have a well-developed sense of self, and a realistic idea about their capabilities and potential.

(Prepared by Bruce Boston, Fairfax, VA)



Screening

Referrals are sought from a wide variety of sources to ensure that all potentially gifted and talented students have an opportunity to be considered. Referrals may be made by teachers, principals, parents, peers, and/or self. After a student has been referred, the screening process begins. It involves a case study approach using multiple criteria based on the district's definition, program goals, and characteristics of giftedness. Procedures for obtaining information about students may include: at least two objective assessment methods and tests of creative ability. Parent permission must be obtained before data can be gathered on the referred students. Achievement test scores and classroom grades are used to indicate performance. Aptitude test scores are used to indicate ability. Procedures for obtaining additional information about students include: subjective data such as the behavioral rating scales, parent questionnaire, student assessment, product evaluations, and interviews.

ASBVI will have an identification screening committee made up of a principal, coordinator for gifted and talented, and at least three classroom teachers or counselor. This committee will be used in the identification and placement of all ASBVI students. The coordinator/specialist of gifted education is responsible for the total process, and serves as chairman of the identification screening committee.



Identification

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

After the data have been gathered and recorded by the coordinator/specialist, the identification committee will hold a screening to make recommendations concerning selections. Parents will be notified in writing of the committee's decision.

When a student is placed in the program, he/she will be monitored periodically throughout the school year for satisfactory progress and participation. Placement is based not only on need for a pull-out program, but also on interest and active participation in the program. If, at any time, the student fails to display a need, an interest, or active participation, they will be referred to the committee for possible suspension or exit from services. This student may go through the referral process again at a later date. Placement is ongoing all year within the district to accommodate any new students to the district, or students who are new referrals. The gifted program is designed to focus on the social, emotional, and academic needs of the student. A student should not be removed based on poor academic performance alone. Interest, participation, and conduct will also be considered.

All students in the gifted program are also evaluated annually to determine the need for further specialized services.



Instruments of Identification

Ideally, identification should include all of the information that can be gathered about each student. By using multiple criteria, the pitfall of exclusive attention to an insufficient number or variety of criteria is avoided. The identification screening committee will be less likely to exclude students who could benefit and are in need of special services that the regular classroom cannot meet.

1. Achievement Tests – gives scores to be used to indicate students' performance. Neither low test scores nor low grades should be used to exclude students from the program.
2. Objective intelligence and abilities assessments: give an estimate of potential, but must not be used to exclude students from the program.
3. Subjective checklist: scales for learning motivation, creativity, and leadership characteristics will be used. These scales are completed by classroom teachers.
4. Creativity Evaluation: used to determine a child's level of creative thinking as well as approaches to problem solving.
5. Parent questionnaire: is completed by the parent. Parents can provide information on advanced abilities that are often not observable in the classroom setting.
6. Product evaluation: products such as poetry, artwork, creative writing, science projects, etc., may be used to document ability, creativity, and motivation.
7. Interviews: an interview may be conducted by the specialist.
8. Interest inventory: will be administered to student in order to determine areas of special interest.



Parent Appeal of Decision

Parents who wish to appeal the decision of the identification screening committee should contact the coordinator/specialist of gifted education for a conference. The parent may provide additional data and/or the GT Coordinator may gather additional data. The coordinator/specialist will review all placement criteria with the parent. If no resolution can be reached, the district procedure for appeals will be followed. The appeal will be taken back to the placement committee, which is chaired by the gifted and talented coordinator, and consists of an administrator, at least three teachers, and or counselor, from ASBVI. The review of the appeal and decision made at the time are final. Committee reviews multiple data including a minimum of two objective, 2 subjective, and a creativity measure. Parent(s) will be informed in writing of the committee's decision.

Exit Procedures from the Gifted and Talented Program

If it becomes apparent that a student's needs are not being met and it is necessary to remove a student from the gifted program, the following procedures will be utilized:

1. If a parent or legal guardian requests that a student be removed from the program, the parent or guardian must sign a form stating that the student's GT services will end.
2. If the GT teacher/facilitator requests that a student be removed from the program, a formal written request and documentation must be provided and given to the GT Coordinator. An identification committee which consists of an administrator, counselor, GT coordinator and classroom teachers (7.03), to analyze the students files and data (7.05). No one piece of data should be used and exclude or include a student. The GT coordinator will notify parents of the decision of the coordinator/committee. If the decision is for removal from the program, the parents and legal guardians will be informed of the reason(s) for the removal and of their right to appeal the decision and the appeal process.

All documentation on withdrawal will be placed in the student's folder, and all folders will be kept on file for a minimum period of five years or for as long as needed for educational decisions.



Program Format

K-2 Students are taught enrichment by their classroom teachers through a supervision model by licensed gifted and talented instructor in whole-class settings. Logic, critical thinking, creativity, and communication skills are targeted during these 30-minute sessions each week taught by the classroom teacher and supervised by the licensed gifted and talented specialist. Classroom teachers will be trained by licensed gifted and talented instructor to observe and document behaviors such as

Students may be identified from the time they enter school and part of the identification process is to determine the best program option to serve a student. At the third, fourth, fifth grade level, students identified as gifted and talented will be assigned to heterogeneous classrooms. The identified students will spend a minimum of 150 minutes per week under the instruction of a certified teacher for gifted and talented. Regular curriculum will be modified as needed to stimulate and challenge the gifted student.

Grades six - nine have the opportunity to enroll in pre-AP classes each year. Student needs are matched with instructional levels. These classes target the four core curriculum areas of English, Math, Science, Social Studies, as well as Art.

Grades nine - twelve will have the opportunity to enroll in pre-AP, AP, and concurrent college classes each year. A comprehensive secondary program includes multiple services to meet the differing needs, interests, abilities, and talents of gifted youth. Students may sign up for classes in AP in the four core curriculum areas of English, Math, Science, and Social Studies, as well as Computer Science and Art. The gifted specialist meets with secondary gifted and talented students once a month for thirty minutes.

ASBVI prides itself in offering classes and services to stimulate and challenge. Not only do students have the opportunity to choose from a variety of rigorous classes, they also have the choice of taking college credit courses.

The GT Coordinator/Specialist will assist all teachers with differentiation strategies and curriculum help to provide for the academic, social, and emotional needs of the students identified as GT.



Curriculum

A differentiated curriculum for gifted and talented students needs to be significantly different from the regular curriculum. It does not mean more work, or more of the same work, but needs to be based upon the gifted student's special characteristics: needs, learning styles, and motivational characteristics. The curriculum may be differentiated through content, process, product, and environment.

Classes will be differentiated in many of the following ways:

- Present content that is related to broad-based issues, theme, or problems.
- Integrate multiple disciplines into the area of study.
- Present comprehensive, related, and mutually reinforcing experiences within an area of study.
- Allow for the in-depth learning of a self-selected topic within the area of study.
- Develop independent or self-directed study skills.
- Develop productive, complex, abstract, and/or higher level thinking skills.
- Focus on open-ended tasks.
- Develop research skills and methods.
- Integrate basic skills and higher level thinking skills into the curriculum.
- Encourage the development of products that challenge existing ideas and produce "new" ideas.
- Encourage the development of products that use new techniques, materials, and forms.
- Encourage the development of self-understanding: recognizing and using one's abilities, become self-directed, and appreciating likenesses and differences between oneself and others.
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced, and/or standardized instruments.

Differentiated Curriculum Modified to Fit Gifted and Talented Students' Needs Through Learning Styles, Cognitive Styles, and Motivational Characteristics

Content	Process	Product	Environment
More abstract	Higher levels of thinking	Real problem	Flexible
More varied	Discovery learning	Real audience	Open
More complex	Problem solving and logic	More than summary of information	Accepting
Learn subject matter as well as application	Group process approach	Professionally evaluated	Complex
Integrate conflicting bits of knowledge	Limited use of lecture	Debate	Student-centered
Learn underlying concepts and principles of a discipline	Acceleration and modification	Foster self-discipline	Promote self and peer acceptance
Develop generalizations about events, people, objects	Stimulate thinking and idea sharing	Test validity of concepts and reasoning	Reward critical and creative thinking
Challenge to become autonomous learner	Promote self-evaluation	Business Plan: Youth Entrepreneurial Showcase	Build leadership skills



Procedures for Acceleration

ASBVI recognizes a need for educational alternatives for students who demonstrate advanced academic achievement. Challenging students at the level of their demonstrated competence is the purpose of acceleration. Two types of acceleration may be appropriate for academically talented students. Students may move through the regular curriculum sequence at an advanced pace or students may further explore the depth and breadth of a curricular area.

The following procedure will be used in deciding subject-acceleration of a student:

- 1) A student may be referred for subject acceleration by a teacher, school district professional, or parent/guardian by contacting the GT Department and/or writing a letter to the Principal.
- 2) A conference involving student's teacher(s), principal, and GT coordinator will be held. The committee will use a variety of academic and affective data. The committee will decide the appropriate accommodations for the student. The decision may include differentiation in the current classroom, pull-out enrichment, assignment to another classroom within the building, or an accelerated curriculum in the building and/or at an age-appropriate setting.
- 3) Appropriate and differentiated challenges within the classroom structure will be used as the first alternative in the development of a student's acceleration plan.
- 4) Initial subject acceleration decisions shall be made on a trial basis. The placement committee along with the parent will meet at five weeks to review the student's progress. At the end of a three month trial period, the committee and parent will meet again to assess the student's progress and ensure the proper placement has been made. If academic or adjustment difficulties occur, the committee will reconvene to determine appropriate placement.
- 5) Acceleration decisions must be reviewed annually by a committee to determine whether accelerated placement is to be continued.



The following procedure will be used in deciding grade-level acceleration of a student:

- 6) A student may be referred for grade level acceleration by a teacher, school district professional, or parent/guardian by contacting the GT Department and/or writing a letter to the Principal.
- 7) A conference involving the student's teacher(s), curriculum directors, building counselor, building principal, and GT coordinator will be held. The committee will use a variety of academic and affective data. The committee will decide whether a grade-level acceleration is appropriate.
- 8) Initial grade level acceleration decisions shall be made on a trial basis. The placement committee along with the parent will meet at five weeks to review the student's progress using student performance data, observational and anecdotal data. At the end of a three month trial period, the committee and parent will meet again to assess the student's progress and ensure the proper placement has been made. If academic or adjustment difficulties occur, the committee will reconvene to determine appropriate placement.
- 9) Acceleration decisions must be reviewed annually by a committee to determine whether accelerated placement is to be continued.

INITIAL ACCELERATION STUDENT REVIEW

Student Name: _____



School: _____

Original Grade: _____ Accelerated Grade/Subject(s): _____

5 Week Placement Review:

Date: _____

Subject/Grades	
Student's Perspective	
Student Interaction with Peers	
Teacher Anecdotal Information	
Parent Anecdotal Information	

Recommendation: ___ Continue Acceleration Plan ___ Refer Back to Committee

Teacher:

GT Coordinator:

Principal:

Counselor:

Curriculum Director:

Parent:

3 Month Placement Review:

Date: _____



Subject/Grades	
Student's Perspective	
Student Interaction with Peers	
Teacher Anecdotal Information	
Parent Anecdotal Information	

Recommendation: ___Continue Acceleration Plan ___Refer Back to Committee

Teacher:

GT Coordinator:

Principal:

Counselor:

Curriculum Director:

Parent:



Program Evaluation

An evaluation of the Arkansas School for the Blind and Visually Impaired Gifted and Talented Program will be conducted annually. The evaluation will survey gifted students, parents of identified gifted students, classroom teachers, administrators, school board members, members of the G/T Advisory Committee, community members, G/T coordinator and G/T specialist. This evaluation will help the program coordinator/specialist plan effective program modifications for the upcoming year as it will reflect needs, interests, abilities, and talents of students. Focus will be given to areas of differentiation of curriculum and providing for the academic, social, and emotional needs of all.

In addition to the end-of-year evaluations, students will be evaluated according to the objectives specified as part of their instructional program by their specialist for gifted and talented at the end of every semester. Modifications and changes will be made accordingly.



Due Process Steps for the Gifted and Talented Program

The appraisal of any student is a serious task and the Arkansas School for the Blind and Visually Impaired feels that the appraisal process must be undertaken with utmost concern. We further maintain that it is the parent's right to be included in the various steps and apprised of the different outcomes which could affect their child. We feel that the following steps will insure each student's civil rights and provide a school guide for the referral, appraisal, and programming of any student with special needs:

1. Referrals may be made by teachers, principals, parents, peers, community members and/or self. These referrals and placements can be made at any time during the year. The student's teacher(s) will complete a subjective rating checklist as part of the referral. Everybody in community may access referral forms on ASBVI website nomination and referral process shared at PTO, school board, and staff development.
2. The G/T Coordinator/Specialist notifies the parent of the nomination and requests permission to test. A Confidential Data Form is enclosed. A Parent Inventory will be sent for the parent to complete. The student will complete the Student Self-Appraisal Form and Interest Inventory. Upon receipt of the signed "Permission to Test" and the completed forms from the parent, the G/T Specialist will administer and score the creativity tests of the student being considered. When all data is gathered, the information will be documented on the Identification Screening Graph.
3. The Identification Screening Committee will meet concerning the student(s) being referred. This committee will consist of the principal, classroom teachers, and the G/T Coordinator.
4. The referral conference will result in one of three decisions: (1) to place the student in the G/T program for one year; (2) not to place the student in the G/T program; or (3) to defer decision until more data may be gathered. The decision will be recorded on the ASBVI GATE Student Profile placement form, and placed in the student's permanent record to alert future teachers to the child's program status.
5. Once the elementary student is placed in the program for that specified school year, they will begin weekly instruction in a pullout class with the G/T Specialist as described in Program Format. Secondary students will have the opportunity to qualify for pre-AP or AP classes each spring. The G/T Specialist will work with classroom teachers to help modify curriculum in the regular classroom as needed.



Curriculum will be differentiated to meet the academic, emotional, and social needs of the students.

6. The identified students will be evaluated annually for placement for the following year by the gifted specialists. If the program is no longer able to meet the student's needs beyond the regular classroom, then a plan may be developed which does not change the student's placement for services.

7. New students in the district who have been previously identified as gifted and talented will be automatically placed in the program. Subsequently, they must be continually evaluated on an ongoing basis according to the ASBVI Gifted and Talented Guidelines.

GLOSSARY

Acceleration – To advance students through the curriculum more quickly than their chronological peers. This may be done by modifying curricula, and/or grade skipping.

Affective Domain – The realm of feelings which affects attitudes, values, and emotional control.

Area of Giftedness – The particular ability in which one excels or has the potential to excel.

Creativity and Productive Thinking – Possessing outstanding imagination, innovative or creative reasoning ability, ability in problem-solving, and/or high attainment in original or creative thinking.

General Intellectual Ability – Possessing superior intelligence, with potential or demonstrated achievement in several fields of study; ability to perform complex mental tasks.

Leadership Ability – Possessing the natural ability to influence others; possessing skills in interpersonal relationships, demonstrated, for example, by superior ability in such activities as student government or in other non-academic areas.

Specific Intellectual Ability – Possessing superior ability or potential in a specific course of study such as science, mathematics, and language arts.

Characteristics – Those traits within an individual which help to define and identify giftedness.

Cognitive Domain – The whole realm of thinking skills.

Creativity – The thinking skills that allow for the transformation of old information to solve new problems, or to bring something new into existence. To develop the creative thinking processes, students should be encouraged to take intellectual risks and to be more imaginative, intuitive, resourceful, and original in their thinking.

Differentiated Curriculum – Modification of student goals, objectives, instructional strategies, and learning experiences to meet the needs and interests of gifted students.

Enrichment – Experiences which replace, supplement, or extend learning as the basis for special education services.



Evaluation – The gathering and analyzing of information that can be used to make decisions relative to student needs or educational programs.

Objective – Evaluating instruments which yield data in terms of measurable student behavior or program objectives. These measurements are usually formal testing instruments.

Subjective – Non-test measure of student growth or educational programs such as rating scales, checklists, interviews, logs, and anecdotal recording systems based on observation.

Identification – A process which is used through accumulating a variety of data to determine if a student is in need of additional educational services.

Independent study – Students are allowed to pursue an area of interest extensively, in which they acquire, interpret, analyze, evaluate, and report information and idea.

Motivational Characteristics – Traits exhibited by students who show intense concentration or commitment to one or more areas or tasks.

Parent Inventory Checklist – forms completed by parents which state to what degree they observe in their child traits commonly associated with giftedness.

Philosophy – A statement of principles based upon beliefs, concepts, and attitudes from which the educational direction of a district or program is derived.

Program Goals – Statements related to student development that are expressed in global terms and indicate a long-range outcome that students are intended to attain.

Program Organizational Plan – All of the options which are the settings for learning environment that accommodate the needs of the gifted.

Resource Room – An area that is set aside for a teacher trained to work with gifted students. The students generally meet with the teacher at specific times during the week to supplement their other classes.

Scope and Sequence – The range and order in which curriculum is articulated and presented across the grade levels.

Teacher Nomination Checklist – Forms completed by teachers which



state to what degree they observe in each student the traits commonly associated with giftedness.