2019-2020

PCSSD

talented & gifted
program
handbook

rules & regulations / program approval standards
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface and Overview</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>ADE 1.0</td>
<td>ADE Program Standard: Regulatory Authority</td>
<td>4</td>
</tr>
<tr>
<td>ADE 2.0</td>
<td>ADE Program Standard: Purpose</td>
<td>4</td>
</tr>
<tr>
<td>ADE 3.0</td>
<td>ADE Program Standard: Definition</td>
<td>4</td>
</tr>
<tr>
<td>ADE 4.0</td>
<td>ADE Program Standard: Community Involvement</td>
<td>5</td>
</tr>
<tr>
<td>ADE 5.0</td>
<td>ADE Program Standard: Staff Development</td>
<td>9</td>
</tr>
<tr>
<td>ADE 6.0</td>
<td>ADE Program Standard: Personnel</td>
<td>12</td>
</tr>
<tr>
<td>ADE 7.0</td>
<td>ADE Program Standard: Identification</td>
<td>14</td>
</tr>
<tr>
<td>ADE 8.0</td>
<td>ADE Program Standard: Program Options</td>
<td>18</td>
</tr>
<tr>
<td>ADE 9.0</td>
<td>ADE Program Standard: Curriculum</td>
<td>21</td>
</tr>
<tr>
<td>ADE 10.0</td>
<td>ADE Program Standard: Evaluation</td>
<td>23</td>
</tr>
</tbody>
</table>
PREFACE

To better meet the needs of Talented and Gifted students in the Pulaski County Special School District this handbook, along with our Frameworks for Gifted and Talented, serves as a guide for students, parents, teachers, administrators and patrons/stakeholders. The PCSSD Talented and Gifted Programs are grounded in the use of best practices, current research, gifted models, and developments in the field of gifted education. It also meets and complies with program standards as follows:

- Standards developed by the National Association for Gifted Children,
- Arkansas Department of Education Rules and Regulations Program Approval Standards,
- Arkansas Department of Education Rules for Advanced Placement and International Baccalaureate Diploma Incentive Program And Rules Governing Advanced Placement Courses in the Four Core Areas in Arkansas High Schools with Guidelines for Endorsed Concurrent Enrollment Courses.

The twenty-first century represents a new era where the possibilities are limitless, and hopefully, the future for gifted and talented children will be a national priority. -NAGC - 2014

OVERVIEW

- Responding to the concern for educational programming for gifted and talented students, the Arkansas General Assembly passed Act 106 of 1979. This legislation established the Office for the Education of Gifted and Talented Children, headed by an administrator to direct the state program. Funds were appropriated to provide financial assistance to school districts operating programs for gifted and talented students.
- Guidelines were developed to provide information to assist districts in planning, implementing, and evaluating programs for gifted and talented students. This document, Education of Gifted and Talented Students: Guidelines for Local Education Agencies, was approved by the State Board of Education in 1981. Since that time, a number of pieces of legislation enacted have had a profound effect on gifted education.
- Act 445 of 1983, the Quality Education Act, established minimum standards for accreditation of public schools and authorized the State Board to name a committee to recommend regulations, criteria, and minimum standards. The Standards for Accreditation of Arkansas Public Schools, which were adopted by the State Board of
Education February 22, 1984, included a provision that all districts must provide a program for gifted and talented students.

- Act 34 of 1983, First Extraordinary Session, the School Finance Act, provided funding for districts which were developing or operating programs for gifted and talented students. The Department of Education was directed to set aside annually, beginning in 1984-85, funds for program development, not to exceed $6 million. Districts which were operating approved programs were eligible to receive funds based on an “add on” weight of .25 for each student identified as gifted and talented (funding was based on no more than five percent of the district’s average daily membership).
- The original guidelines developed to assist districts were then refined and updated and became the Rules and Regulations for gifted education in Arkansas. This document, Gifted and Talented Program Approval Standards, was approved by the State Board of Education in 1987, revised in 1999 and 2009.
- Act 917 of 1995 changed the funding process to local school districts regarding gifted and talented students. The new law now stipulates an expenditure requirement replacing the funding provision that had previously existed. This expenditure requirement reads: Local school districts shall expend from state and local revenues not less than the following amounts on gifted and talented programs, in accordance with rules and regulations promulgated by the State Board of Education - the previous year’s average daily membership participating in gifted and talented programs, up to five percent (5%) of the previous year’s average daily membership, multiplied by fifteen hundredths (.15) times the base local revenue per student. The following definition shall guide districts in providing services and opportunities for students identified as gifted and talented in Arkansas: 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.

**ADE Program Standard: Regulatory Authority**

**ADE 1.0**

The Pulaski County Special School District will follow the Arkansas Department of Education Rules and Regulations for Gifted and Talented Program Approval Standards. (Revised June 1999, 2009.) The State Board of Education enacted these regulations pursuant to its authority under Arkansas Code Annotated §6-42-102 (Repl. 1993).
ADE Program Standard: Purpose of Regulations

ADE 2.0

The purpose of these regulations is to establish the minimum standards for approval of gifted programs which meet the requirements of the Standards of Accreditation adopted by the state Board of Education February 22, 1984, and have been in effect since June 1, 1987.

ADE Program Standard: Definition

ADE 3.0

Definition

The following definition shall guide districts in providing services and opportunities for students identified as 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 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.

Rationale

The Pulaski County Special School District identifies students who meet the criteria for the Arkansas Department of Education definition of gifted and talented children and youth. These children and youth possess unique ability and their needs must be addressed.

Gifted and Talented children and youth have high-ability, learn quickly in their area(s) of competence, and require more than what is offered in the standard curriculum.

Vision

The vision of the Pulaski County Special School District’s gifted and talented program is to offer a quality and exemplary program that motivates, challenges, and enables students to maximize their academic growth and learning potential.
Mission

The mission of the Pulaski County Special School District Talented and Gifted Program is to provide students the opportunity to interact with their intellectual peers as they experience a challenging and differentiated program designed to meet their cognitive and affective needs while maximizing their leadership, communication, critical thinking, creative thinking, and research/independent learning. Also, the district will strive to maximize their depth and complexity of knowledge, higher levels of inquiry, and develop a sense of individual worth and responsibility to self and to society.
ADE Program Standard: Community Involvement  
ADE 4.0

The PCSSD Talented and Gifted Programs will involve parents and the community through newsletters, informational brochures, PCSSD website (district and local), news media, parent meetings, local civic organizations, and district board meetings.

Talented and Gifted Advisory Council

An advisory council that advocates for the Talented and Gifted Program will meet at least annually to discuss issues and concerns. The council will be made up of members who represent varied race and gender and will include parents, community members, educators, and students.

The PCSSD TAG Advisory Council’s major function is to serve as the formal organization for promoting a respectful and effective partnership between the Office of Talented and Gifted Programs and the community. The major purposes of the TAG Council include the following:

- To communicate TAG provide guidance for the PCSSD Talented and Gifted programs
- to participate in planning for the continued improvement of TAG programs
- to provide ongoing assessment of the direction of TAG programs
- to explore ways to identify and utilize community resources that help to enrich and expand opportunities for advanced students
- to communicate TAG program information

Community Meetings

Public meetings are held at each school location between September and October to inform the local school communities about the PCSSD Talented and Gifted Programs and ways to be involved. These meetings are held in conjunction with open houses at local schools or separate orientation meetings. In addition, presentations to community groups when requested.

ADE Program Standard: Staff Development  
ADE 5.0

PCSSD provides essential teacher training for educators involved in the development and implementation of a high quality research based curriculum. Teachers have access to adequate funding that provides resources, training and professional growth release time as needed.

To determine professional development needs, data is obtained from periodic needs assessments and student assessments.
Professional Development Plan

Teachers of the gifted will participate in formal and informal professional development opportunities. Informal professional development opportunities are ongoing such as the following: book studies, journal articles, demonstrations, student presentation of products, and PLC’s, google site, Blackboard, google docs, emails and faculty meetings.

Formal professional development opportunities include the following: Summer PD – TAG Workshop, AGAE Conference, and other general education as appropriate.

- Informal and formal professional development is provided for GT Staff and all teachers K-12 which includes: PLC discussions, articles, Google Site, Blackboard, Google docs, Emails, Faculty meetings.
- All teachers of the gifted must complete certification which requires 15 to 18 hours of graduate study.
- Teachers will be invited to participate in at least 18 hours of Professional Development each summer.
- Teachers are invited to participate in the AGATE Conference annually.
- Gifted Teachers are invited to participate in three 18 hours of Professional Development during the school year.

The Director of Talented and Gifted Programs and teachers provide training at local schools across the district as needed.

- Topic Area: Nature and Needs: Objective: Teachers of the gifted will be able to describe the varying abilities and behaviors of individuals with gifts/ talents within the cognitive, emotional, and social domains.
- Topic Area: Identification and Assessment: Objective: Teachers of the gifted will be able to understand and interpret multiple criteria for identification procedures including varied sources of qualitative and quantitative measures.
- Topic Area: Instructional Strategies: Objective: Teachers of the gifted will be able to design lessons within and across disciplines to nurture creative and critical thinking in the gifted/talented student.
- Topic Area: Social Emotional: Objective: Teachers of the gifted will be able to actively create learning environments for individuals with gifts and talents that foster their social and emotional needs and create positive social interactions.
- Topic Area: Differentiation: Objective: Teachers of the gifted will be able to select, adapt, and use strategies to promote challenging learning opportunities in order to modify learning environments for gifted and talented individuals.
Specific topics include:

- Characteristics and Needs of the Gifted
- Identification Procedures
- Teaching/ Differentiation Strategies
- Creativity
- Recognizing and supporting At Risk, Underrepresented, or Twice Exceptional Gifted Students
- TAG/Pre-AP Referral Process
- APSI (Advanced Placement Summer Institute)
- AAIMS Training / Zoom / Follow-Up Meetings
- Unit Development

Pre-Advanced Placement and Advanced Placement Teachers:

Pre-Advanced and Advanced Placement Professional Development “equips all middle and high school teachers with the strategies and tools they need to engage their students in active, high-level learning, thereby ensuring that middle and high school students develop the skills, habits of mind, and concepts they need to succeed in college.” -College Board

All Pre-Advanced Placement and Advanced Placement teachers will receive appropriate training for certification as mandated by the Arkansas Department of Education. ADE requires that all teachers be trained by a College Board sanctioned workshop, minimum of once (1) every five (5) years. PCSSD requires that both Pre-AP and AP teachers attend APSI.

- Teachers are provided with an opportunity to attend APSI as needed to update the required ADE training for Pre-AP and AP Teachers.
- Teachers are provided with additional AIMS training for AP Teachers.
- Teachers utilize ZOOM training offered through AIMS.

- Periodically special presenters such as those from the UALR, Jodie Mahony Center for Gifted Education, Economics Council and Federal Reserve, Chess Association, Destination Imagination, Odyssey of the Mind, Quiz Bowel, Bot Ball, Model UN, Envirothon, etc. work with teachers at state and district workshops. Teachers also attend curriculum training in district during scheduled meetings/workshops as well as those offered around the state.

Teachers assigned to teach Pre-AP and AP classes are required to attend Advanced Placement Summer Institute or Two-Day College Board sponsored training. AP teachers must submit a course syllabus for approval by College Board.

All Novice Teachers and those new to the district will participate in a New Teacher Orientation during the District Professional Development Days in August.
The Director of Talented and Gifted Programs works and collaborates with the PCSSD Learning Services Division during regular weekly curriculum and/or administrative meetings. The Director of Talented and Gifted Programs meets individually with district administrators to assist in the workshops unique to the needs of talented gifted and talented programming.

The PCSSD Office for Talented and Gifted Programs along with the Office for Professional Development budgets for training as needed by the district.

Regular meetings with the teachers of the gifted and the Director of Talented and Gifted Programs are scheduled as needed. The utilization of technology to communicate with teachers is also used as much as possible, and includes the use of Google Drive, Blackboard, and Emails.

**ADE Program Standard: Personnel**

**ADE 6.0**

The Pulaski County Special School District employs persons licensed in Talented and Gifted Education to teach and supervise the teaching of gifted students as outlined by the Arkansas Department of Education gifted and talented standards.

**Required Certifications:**

- **Director of Talented and Gifted Programs /Administrator**
  - District/Building Level Administrative/Supervisor Gifted Program

- **Classroom Teachers/Gifted Certification**
  - TAG Pull Out

- **Classroom Teachers/PreAP Certification**
  - PreAP Classroom

- **Classroom Teachers/AP Certification**
  - AP Classroom

- **Classroom Teachers with TAG and/or AP Certification**
  - Scholars Program (School-Within-A-School)

All educators who work as teachers of the gifted hold licenses in gifted education with exceptions for teachers who occasionally have an ALP on file (Additional Licensure Plan) with the Arkansas Department of Education. Many additional educators throughout the district hold gifted licensure or have hours or additional professional development in gifted education.

The secondary gifted facilitator that provides TAG services at the middle and high school is certified.

The K-12 Director of Talented and Gifted Programs holds a Master’s Degree in Gifted Education (K-12), and in addition, a District and Building Level Administrator Licensure. The current K-12 Director of Talented and Gifted Programs have over 32 years of public school experience as follows:

- 14 years as a GT/Pre-AP/AP Director of Talented and Gifted Programs
- 4 years as a Middle School Principal
- 5 years as a Middle and High School Assistant Principal
- 4 years as High School Teacher
- 4 years as a Middle School Teacher
- 2 years as an Elementary Teacher.

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

Job descriptions are on file for the Director of Talented and Gifted Programs and teachers of the gifted. Duties in the job description for the Director include: 1) planning and administrating of the district’s gifted program in consultation with teachers, administrators, and parents, 2) preparing a local gifted and talented budget for the school district, and 3) recommending purchase of supplies and materials

- Jobs are posted on the PCSSD Website. Applications are completed on line. From time to time newspaper ads are utilized.
- All prospective employees must fill out an application form provided by the district, any resume or any additional information will be placed in the personnel file of those employed.
- The Pulaski County Special School District is an equal opportunity employer and shall not discriminate on the grounds of race, color, religion, national origin, sex, age, or disability. In the event of an opening in a position in the PCSSD Gifted Department, a bi-racial committee shall interview prospective employees that are certified in the respective fields and make recommendations to the board for hiring.
- The Director of Talented and Gifted Programs will coordinate TAG / Pre-AP and AP programs for gifted students (K-12) and must hold a current Arkansas teaching license in administration and a current certificate in gifted education as set by the state of Arkansas.
- Teachers who teach identified gifted students must hold a current Arkansas teaching license, and hold certificate in gifted education as set by the state of Arkansas.
- The PCSSD Director of Human Resources Department will keep all certificates and transcripts on file. Educators trained in the Pre-AP/AP must receive appropriate training and submit certificates to the Director of Talented and Gifted Programs and/or Director of Professional Development.
ADE Program Standard: Identification

ADE 7.0

The PCSSD’s process for identification offers a comprehensive non-biased identification plan. It is based on the research and recommendations of experts in the field of gifted education, guidelines found in the ADE Gifted and Talented Program Approval Standards, and the National Association for Gifted Children Standards. The purpose of identification is to find and serve those students who need special programs to develop their exceptional abilities.

THROUGHOUT THE SCHOOL YEAR, new students can be nominated at any time. Nomination record/referral for the PCSSD Talented and Gifted Programs may be found at http://pcssd.org website or upon request from the PCSSD Office of Talented and Gifted Programs at 501-234-2061 or 501-234-2093.

---

Gifted learners prefer idea-mates rather than age-mates. They enjoy the company of peers when the peer group understands the shared ideas.  -- Bertie Kingore

---

Characteristics of a Gifted Child (Chart3)

~High Achiever, Gifted Learner, Creative Thinker~

<table>
<thead>
<tr>
<th>A High Achiever...</th>
<th>A Gifted Learner...</th>
<th>A Creative Thinker...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembers the answers.</td>
<td>Poses unforeseen questions.</td>
<td>Sees exceptions.</td>
</tr>
<tr>
<td>Is attentive.</td>
<td>Is selectively mentally engaged.</td>
<td>Daydreams; may seem off task.</td>
</tr>
<tr>
<td>Generates advanced ideas.</td>
<td>Generates complex, abstract ideas.</td>
<td>Overflows with ideas, many of which will never be developed.</td>
</tr>
<tr>
<td>Works hard to achieve.</td>
<td>Knows without working hard.</td>
<td>Plays with ideas and concepts</td>
</tr>
<tr>
<td>Answers the questions in detail.</td>
<td>Ponders with depth and multiple perspectives.</td>
<td>Injects new possibilities.</td>
</tr>
<tr>
<td>Performs at the top of the group.</td>
<td>Is beyond the group.</td>
<td>Is in own group.</td>
</tr>
<tr>
<td>Responds with interest and opinions.</td>
<td>Exhibits feelings and opinions from multiple perspectives.</td>
<td>Shares bizarre, sometimes conflicting opinions.</td>
</tr>
<tr>
<td>Learns with ease.</td>
<td>Already knows.</td>
<td>Questions: What if...</td>
</tr>
<tr>
<td>Needs 6 to 8 repetitions to master.</td>
<td>Needs 1 to 3 repetitions to master.</td>
<td>Questions the need for mastery.</td>
</tr>
<tr>
<td>Comprehends at a high level.</td>
<td>Comprehends in-depth, complex ideas.</td>
<td>Abstracts beyond original ideas.</td>
</tr>
<tr>
<td>Enjoys the company of age peers.</td>
<td>Prefers the company of intellectual peers.</td>
<td>Prefers the company of creative peers but often works alone.</td>
</tr>
</tbody>
</table>
## Characteristics of a Gifted Child (Chart3, Cont’d)

**~High Achiever, Gifted Learner, Creative Thinker~**

<table>
<thead>
<tr>
<th>A High Achiever...</th>
<th>A Gifted Learner...</th>
<th>A Creative Thinker...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grasps the meaning.</td>
<td>Infers and connects concepts.</td>
<td>Makes mental leaps: Aha!</td>
</tr>
<tr>
<td>Completes assignments on time.</td>
<td>Initiates projects and extensions of assignments.</td>
<td>Initiates more projects than will ever be completed.</td>
</tr>
<tr>
<td>Is accurate and complete.</td>
<td>Is original and continually developing.</td>
<td>Is original, ever changing, and misunderstood.</td>
</tr>
<tr>
<td>Is a technician with expertise in a field.</td>
<td>Is an expert, abstracting beyond the field.</td>
<td>Is an inventor and idea generator.</td>
</tr>
<tr>
<td>Memorizes well.</td>
<td>Guesses and infers well.</td>
<td>Creates and brainstorms well.</td>
</tr>
<tr>
<td>Is highly alert and observant.</td>
<td>Anticipates and relates observations.</td>
<td>Is intuitive.</td>
</tr>
<tr>
<td>Gets A’s.</td>
<td>May not be motivated by grades.</td>
<td>May not be motivated by grades.</td>
</tr>
<tr>
<td>Is able.</td>
<td>Is intellectual.</td>
<td>Is idiosyncratic.</td>
</tr>
</tbody>
</table>


## Identification Procedure

PCSSD students are identified using multiple criteria to determine above average ability, creativity, and task commitment. A case study approach determines if the gifted program is the appropriate programming option for students who are placed. No single criterion or cut-off score is used to exclude a student from placement. A Placement Committee evaluates all data to determine if the child requires additional educational programming. The Raven and the *Naglieri NonVerbal Ability Test –Second Edition* are used to assist in identification of those students who are under-represented in the gifted program.

**Nomination/Referral:** Nominations can be submitted at any time by any person with knowledge of the student (i.e. parents, teachers, other students, self, and community members). Any student can be nominated for the PCSSD Talented and Gifted Program.
Students who are **new to the district from out-of-state** will be treated as a new nomination/referral. GT data/records received from other states may be included on the student’s profile. The Alpha/GT teacher may need to give additional PCSSD tests in order to comply with ADE requirements for the use of multiple criteria when making student placement decisions.

**ADE Data Collection Requirements:** Data is collected from multiple sources, and compiled/charted on a student profile in the following categories: (1) Mental Ability (2) Creativity (3) Motivation.

**Procedures for identification will include the following data/assessment instruments:**

- 2 objective
- 2 subjective
- Creativity measure(s)
- Solicitation of information from multiple sources

**Placement Decision:** After data has been gathered, a placement committee will utilize a case study approach to review and select students for placement in the Talented and Gifted Program. The case study approach utilizes multiple criteria based on the state definition of gifted and talented, program goals, and the characteristics of gifted and talented students.

The Placement Committee will meet to evaluate all data to determine if the child requires additional educational programming. After the decision of the placement committee is made, parents, teachers, and school personnel are notified in writing of the selection results. A letter is sent home to notify parents of their child’s placement or non-placement. A label will be affixed to the permanent record card to indicate an identified gifted student. A copy of the student profile and screening record with Bi-Racial Committee signatures, verified by the principal, will be placed in the student’s permanent record file. The Office of Talented and Gifted and the Alpha/GT teacher will also keep documentation concerning recommendations and placement decisions on file.

If placement in the Talented and Gifted Program is not the recommended consensus, the TAG teacher will share instructionally useful information relevant to non-identified students with the classroom teachers and other faculty as needed. Resources will be provided in the regular classroom, as needed.

**Non-Discrimination and Non-Biased Assessment**

The Pulaski County Special School District policy and practice of identification of gifted students is non-discriminatory with respect to race, gender/sex, ethnicity, or cultural or socio-economic background, religion, national origin, or handicapping condition.
Identifying Talented and Gifted English Language Learners

Identification of English Language Learners for inclusion into the PCSSD Talented and Gifted Programs begins when an ELL/LEP student enrolls in school. Identifying English Language Learners for gifted programming begins with collaboration among classroom teachers, talented and gifted educators, and ELL/LEP educators. Formal communication between talented and gifted and ELL/LEP teachers and coordinators are vital to the talented and gifted ELL/LEP student’s success. Within this relationship, educators collaborate to:

- Maximize an ELL/LEP student’s ability to express knowledge of content while minimizing their need to rely on English to express it.
- Remove obstacles that are perpetuated when non-English fluency is equated with poor academic potential.

Knowing a child’s English proficiency level is vital when considering placement in the talented and gifted program. In Arkansas the English Language Proficiency Assessment (ELDA) tests English Language Learners (ELL) or Limited English Proficient (LEP) students to determine their level of proficiency in the English Language. These tests are usually administered when a child first enters school, and then yearly with the English Language Development Assessment (ELPA 21) until the student reaches a level of English proficiency that entitles them to exit the ESL/ELL/LEP program.

Acculturation scales can be helpful tools to supplement the identification of gifted English Language Learners. In particular, the Acculturation Quick Screen (AQS) can be used by gifted educators to supplement assessment information gathered from an English Language Learner even though it is not specifically recommended for the identification of gifted students.

Multiple sources of information help us to screen English Language Learners for talented and gifted programs and may involve any combination of the following:

- English language proficiency tests
- Acculturation scales
- Input from the student’s cultural group
- Prior academic performance
- Parent interviews-- performance activities in the child’s home

In addition, it is helpful to consider other factors, such as:

- Assessment data
- Student observations
- Performance-based indicators
- Portfolio assessments
- Teacher and /or parent nominations
- Behavioral rating scales

The following provides more insight into how we use the various criteria to screen English Language Learners for gifted/ talented programs:
• WE pay particular attention to the student’s quantitative and nonverbal reasoning scores.
• WE use nonverbal scores and creativity tests to add value to the student’s profile.
• WE pay close attention to reasoning ability scores.
• WE pay close attention to the student’s level of English proficiency.
• WE allow anyone in the child’s environment who believes that the particular student has a gift or talent, to nominate that child, including peers or self-nominations.
• We maximize a student’s ability to express knowledge of content while minimizing the need to rely on English to express these ideas.
• WE provide an interpreter to answer questions if available.
• We avoid using timed tests, or requiring that test be timed if possible.
• WE permit the use of a translation dictionary.
• WE read test directions for the student; offer word pronunciations or meanings when this type of assistance does not influence valid assessment of the subject of skills tested.
• WE use “common sense” when assessing English Language Learners with standardized tests.
• WE do not underestimate the power of power of demonstrated work or performance based talent (i.e. Art, Music, Physical Education, and Special or Elective classes).

Parent Notification

Parental involvement is a vital part of the identification process which includes initial and on-going criteria for gifted services, the appeals process, and providing permission to receive services. Parents/guardians will be notified throughout the testing process. Parent permission to test is requested and required prior to individual testing in a letter that describes the testing process. Parents receive written notification of the Placement/Referral Committee’s decision in a letter, and they are invited to a conference to discuss any concerns they might have.

Parent Appeal

Parents may appeal the Placement/Referral Committee’s decision as follows:

Parent appeals must be conducted by the local school's Placement/Referral Committee. The committee will include: Principal, Certified Gifted Teacher, Counselor, and Two teachers. The appeal process is as follows: (1) Parent makes an appointment to meet with the teacher to review testing results. (2) If not satisfied, parent will make an appointment to meet with the Director of Talented Gifted Programs to review placement test results and other concerns from the parent. (3) After reviewing all placement results, listening to all concerns. If the placement guidelines have not been clearly met and new circumstances are presented, the placement committee will be called back into session to review the placement. (4) Final decision will be made by the placement committee based upon multiple criteria.
Exit Procedure

When considering the removal of a student from the talented and gifted program, the district follows an exit procedure. Throughout the process, the focus should be on meeting the academic, social, and emotional needs of the student. A student should not be removed from the talented and gifted program based solely on poor academic performance or behavior alone.

The Exit Procedure is as follows:

• Student/Parent request for a discontinuation of services conference will be held with parent and teacher to discuss the reason for the request and to seek a remedy. If parent is firm in their decision and no remedy is made, the request will be granted.
• Teacher request for discontinuation of services, conference will be held with parent, teacher to discuss the reason for the request and to seek a remedy. The request will be taken to the Placement Committee for action. The placement committee will follow Arkansas Department of Education Gifted and Talented Program Rules and Regulations (7.03 and 7.05) in considering the end of services.
• After hearing from all parties, the committee makes a final decision to release the student from program identification, all stakeholders will be informed of the committee's decision.
• Students will be exited from the TAG program only if the TAG program is not able to meet a student’s need.

Documentation of Program

Identification of gifted and talented students is an on-going process extending from Kindergarten through 12th grade. Review of student placement is made annually. Students identified as talented and gifted are coded in eSchool/APSCN and identified as such on pertinent correspondence as well as on the student transcript. A label will be affixed to the permanent record card to indicate identified gifted student status. A folder is maintained yearly on each identified gifted student.

ADE Program Standard: Program Options

ADE 8.0

Gifted children are as different from each other as they are from other populations. No single program option can meet the needs of all gifted children, and PCSSD endeavors to find the best option to meet the needs of each identified student. The PCSSD Talented and Gifted Program options are systematically developed, with long range goals that are coordinated to guide the development of gifted students from identification through graduation. There is consistency among the program’s components. Curriculum objectives and evaluation procedures are based on the district’s philosophy of education and are in compliance with the ADE Approval Standards.
Organization

**Elementary:**

PCSSD follows the approved programs standard for elementary schools. All K-2 students participate in the Discovery Program; certified teachers deliver whole group lessons. Grades 3-5 certified teachers deliver enrichment and enhanced curriculum for gifted students who participate in a 150 minute pull-out program.

**Secondary:**

PCSSD follows the approved program standards for secondary gifted students by offering TAG Seminar, Pre-Advanced Placement, and Advanced Placement classes.

All gifted students participate in classes in which they receive instructional services different from those normally provided in the regular classroom. They have the opportunity to work at the level of their abilities as well as their area of interest or talent.

**Overview of Programs**

**PULASKI COUNTY SPECIAL SCHOOL DISTRICT TALENTED & GIFTED PROGRAMS**

**The DISCOVERY PROGRAM GRADES K-2**

The Discovery curriculum is taught as WHOLE GROUP enrichment in all K-2 classrooms weekly by a certified TAG Facilitator. The certified TAG Facilitator maintains records (i.e. portfolio, skills checklist) to document student(s) actions/responses, which is considered long-term identification.

**The ALPHA PROGRAM GRADES 3-5**

Students can be referred/nominated by teachers, parents, peers and students.

A bi-racial screening committee consisting of administrator, classroom teachers, counselor, and Alpha facilitator utilizes a case-study approach in the selection of gifted students. Based on multiple criteria, a student profile is created for each child nominated.

School staffs and placement committees are provided with an in-service prior to nominations. Information is provided on how to identify students from under-served sub-populations. This in-service is updated as needed with new information and research.

Curriculum used for the Alpha program focuses on higher order thinking and problem-solving skills, research, analytical reading and writing, and enriched mathematics. All GT curriculums are reviewed for multicultural infusion.

An appeal process allows parents to challenge non-placement of their child in the program.
In grades 3-5 identified students participate in the Alpha program. Alpha is a program for elementary students who have been identified through a fair, equitable, and thorough placement process.

In grades 3-5, the program for gifted elementary students is called Alpha and utilizes a pull-out model with 150 minutes weekly. The overall objective of the program is to improve research, thinking, and communication skills by providing a flexible curriculum that is qualitatively different.

**The Pre-Advanced (Pre-AP) & Advanced Placement (AP) Program 6-12**

AP/Pre-AP courses are offered at all secondary schools in the four core content areas at grades 6-12.

At the middle and high school level, gifted and talented students receive differentiated services through AP/Pre-AP courses where teachers are trained to integrate TAG curriculum and College Board curriculum.

Within these classes, the identified gifted student will be given opportunities to complete advanced and innovative products and performances, as well as receive an array of learning experiences which may include out-of-school assignments.

These learning experiences will “tap into” their personal interest, interpersonal effectiveness, creativity, problem solving, critical thinking, communication, and the use of technology as a tool for learning. Identified gifted students are expected to take at least one AP/PreAP course each year, 6-12.

Motivated, interested, and able students are encouraged to participate in these classes that focus on learning.

- A TAG Facilitator is assigned to work with the secondary level (middle and high school) to assist students and teachers, and to meet with gifted students as needed.

**The SCHOLARS PROGRAM (3-12)**

**College Station Elementary / Fuller Middle School / Mills University Studies High School**

Created with the vision of Mrs. Tommie Sue Anthony, former Director of Talented and Gifted Programs for Pulaski County Special School District more than 20 years ago, the nationally recognized Scholars program is the state’s only full-time, and all day – every day elementary through high school program for gifted and talented students. All students in the program have been identified as gifted and talented, and all Math, Science, English and Social studies teachers have graduate hours, licensure or graduate degrees in teaching the gifted.
The Scholars Program provides gifted and talented students a unique opportunity to participate in an educational program designed to meet their cognitive, social and emotional needs. The program meets and complies with the standards for exemplary gifted and talented programs developed by the National Association for Gifted Children.

Who can be in the Scholars Program?
Any identified gifted student in Pulaski County Special School District is eligible to be nominated/recommended for the Scholars Program. A Placement Committee will review the student’s profile to determine if the child requires additional educational programming.

ADE Program Standard: Curriculum
ADE 9.0

The PCSSD Talented and Gifted Program provides curriculum that is focused on the essentials of differentiation, modification of content, process, and products. Curriculum is also differentiated in delivery, pace, depth and breadth. Curriculum for the gifted has an emphasis on creativity and higher order thinking skills as well as strategies to improve communication, research, and affective development.

The curriculum for the gifted extends or replaces the regular curriculum and should:

- focus on and be organized to include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.
- enable them to explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- encourage exposure to, selection, and use of appropriate and specialized resources.
- promote self-initiated and self-directed learning and growth.
- provide for the development of self-understanding and the understanding of one’s relationship to persons, societal institutions, nature and culture. (Passow, 1982)

The PCSSD Curriculum provides student learning expectations for talented and gifted students and a scope and sequence for the process skills.

Curriculum for identified talented and gifted students may include locally written curriculum developed by teachers of the gifted and/or commercially produced curriculum for high ability learners.

Pre-Advanced Placement and Advanced Placement are offered as curriculum options for the gifted student. All Advanced Placement courses are approved by College Board. Teachers are
required to follow the approved syllabus.

PCSSD Pre-AP Courses are offered in English, Math, Science and Social Studies 6-12th. The differentiated curriculum for the identified talented and gifted students will be documented in teacher lesson plans, quarterly unit objectives, and through submitted sample secondary content differentiation forms. Observation of teachers, teacher curriculum meetings, workshops and conferences will document curriculum planning.

LIST OF AP COURSES OFFERED IN THE PCSSD (Chart 4)

<table>
<thead>
<tr>
<th>AP Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Seminar</td>
</tr>
<tr>
<td>AP Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Art History</td>
</tr>
<tr>
<td>AP Music Theory</td>
</tr>
<tr>
<td>AP Studio Art 2-D Design</td>
</tr>
<tr>
<td>AP Studio Art 3-D Design</td>
</tr>
<tr>
<td>AP Studio Art Drawing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP English Language &amp; Composition</td>
</tr>
<tr>
<td>AP English Literature &amp; Composition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History and Social Sciences</th>
<th>AP Comparative Government &amp; Politics</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP European History</td>
<td></td>
</tr>
<tr>
<td>AP Human Geography</td>
<td></td>
</tr>
<tr>
<td>AP United States Government &amp; Politics</td>
<td></td>
</tr>
<tr>
<td>AP United States History</td>
<td></td>
</tr>
<tr>
<td>AP World History</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Biology</td>
</tr>
<tr>
<td>AP Calculus AB</td>
</tr>
<tr>
<td>AP Calculus BC</td>
</tr>
<tr>
<td>AP Chemistry</td>
</tr>
<tr>
<td>AP Computer Science Principles</td>
</tr>
<tr>
<td>AP Environmental Science</td>
</tr>
<tr>
<td>AP Physics 1</td>
</tr>
<tr>
<td>AP Physics 2</td>
</tr>
<tr>
<td>AP Physics C: Electricity &amp; Magnetism</td>
</tr>
<tr>
<td>AP Physics C: Mechanics</td>
</tr>
<tr>
<td>AP Statistics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>World Languages &amp; Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Chinese Language &amp; Culture</td>
</tr>
<tr>
<td>AP French Language &amp; Culture</td>
</tr>
<tr>
<td>AP Spanish Language &amp; Culture</td>
</tr>
<tr>
<td>AP Spanish Literature &amp; Culture</td>
</tr>
</tbody>
</table>
Special Interest Elective Courses (Chart 5)

In addition to AP course offerings, PCSSD offers a variety of elective courses that can offer gifted students the opportunity to pursue special areas of interest.

- Accounting
- Army Jr. ROTC
- Art -- Advanced
- Choir -- Concert and Advanced
- Civil Engineering and Architecture
- Computer Applications
- Concert and Marching Band
- Cosmetology
- Culinary Arts (Introduction)
- Debate
- Drama
- Drawing, Painting, and Crafts and Pottery
- EAST
- Electrical Systems
- Engineering and Design (Introduction)
- Family and Consumer Science Courses (Variety)
- French and Spanish
- Industrial Equipment Maintenance
- Jazz Band
- Journalism – Photo and Newspaper
- Jr. Fire Cadet
- Leadership and Service Learning
- Marketing and JAG (Jobs for Arkansas Graduates)
- Media Communications
- Orchestra – Concert and Advanced
- Stagecraft
- Photography
- Principles of Engineering
- Small Business Operation
- Television
- Yearbook

State and Local Pulaski County Opportunities for Talented and Gifted Students

- AEGiS Program(s)
- AIMS – Saturday Prep Sessions
- Arkansas Commitment
- Arkansas Governor's School
- Arkansas Mentoring & Networking Association --STEM
- Boys State and Girls State
- Charles W. Donaldson Scholars Academy
ADE Program Standard: Evaluation
ADE 10.0

The Program Evaluation Plan includes the following components which are evaluated annually: (1) identification, (2) staff development, (3) program options, (4) program goals and objectives, (5) curriculum, (6) community involvement, (7) program expenditures, and (8) the evaluation process/plan.

The purpose of program evaluation is to provide information so that modifications and adjustments can be made and to examine overall program effectiveness. The following instruments will be used in the evaluation process:

1) Advisory Council Focus Group
2) Parent Questionnaire
3) Student Questionnaire
4) Classroom Teacher Questionnaire
5) Administrator Questionnaire

The Director of Talented and Gifted Programs will share a written summary report showing the strengths and weaknesses of the gifted program with all stakeholders.

The PCSSD Talented and Gifted Program Policy Handbook will be made available to all teachers of the gifted, the PCSSD administration, the school principals, and is posted on the district website.

Each opportunity for discussion and sharing of ideas, suggesting needs and concerns are gathered and added to the evaluation information to help improve the PCSSD Talented and Gifted Program.

Evaluation Instruments are distributed to all stakeholders and in the near future may be found at http://pcssd.org website or upon request from the PCSSD Office of Talented and Gifted Programs at 501-234-2078 or 501-234-2093.

Student Evaluation Plan

All students receive a quarterly progress report. All TAG student permanent records are stamped with the words “Identified Talented and Gifted.” Pre-Advanced and Advanced content courses are noted on student transcripts.
Resources for Talented and Gifted

AGATE:  https://www.agatearkansas.org/conference

AAGEA:  https://www.theaaea.org/page/AAGEAAAboutUs

Arkansas Department of Education http://arkansased.org/

Arkansas Governor's Quiz Bowl Association http://www.arquizbowl.org/

Arkansas Governor’s School http://www.hendrix.edu/ags/

Arkansas School for Math, Science and the Arts http://asmsa.net/

Arkansas State University http://www2.astate.edu/

Arkansas Tech University http://www.atu.edu/

AP Central - The College Board Website http://apcentral.collegeboard.com/apc/Controller.jpf

Belin-Blank International Center for Gifted Education http://www.education.uiowa.edu/belinblank/

CAAS - Chess Association for Arkansas Schools http://www.chess-for-arkansas-schools.org/

Council for Exceptional Children - The Association for the Gifted (TAG) http://www.cectag.org/

Davidson Institute for Talent Development http://www.davidsongifted.org/

Duke Talent Identification Program http://www.tip.duke.edu/

Genius Denied http://www.geniusdenied.com/


Gifted Development Center http://www.gifteddevelopment.com/

GT Cybersource http://gt-cybersource.org/

Hoagies’ Gifted Education Website http://www.hoagiesgifted.org/

KidSource Online - GT Students http://www.kidsource.com/kidsource/pages/ed.gifted.html

Michigan State University Website for GT Education (Learning Opportunities for GT students) http://gifted.msu.edu/

National Association for Gifted Children - NAGChttp://www.nagc.org/

National Society for the Gifted and Talented http://www.nsgt.org/

Neag Center for Gifted Education and Talent Development
University of Connecticut http://www.gifted.uconn.edu/

Purdue University Gifted Education Resource Institute
http://www.geri.education.purdue.edu/

Supporting the Emotional Needs of the Gifted - SENG
http://www.sengifted.org/

The National Research Center on the Gifted and Talented - NRC/GT
http://www.gifted.uconn.edu/nrcgt/

Uniquely Gifted - Resources for Gifted Children with Special Needs
http://www.uniquelygifted.org/

University of Arkansas at Little Rock - Center for Gifted Education
http://giftedctr.ualr.edu/

World Council for Gifted and Talented Children
https://world-gifted.org/

http://giftedconsultant.com/

Contact Us

Thank you in advance for your interest and support of the PCSSD Talented and Gifted Programs. If we can be of assistance to any student, parent, teacher, administrator, or stakeholder/patron, please contact us. We welcome your feedback and questions.

Please contact Laura Shirley, Director of Talented and Gifted Programs via Email: lrshirley@pcssd.org or Telephone: 501-234-2093. You may also use the following via PCSSD Website: