**Newport School District**

Gifted and Talented

Policy Handbook

Revised 2018

Rules and Regulations

Program Approval Standards

http://greyhounds.k12.ar.us/greyhound.gif

“The Tradition Continues”

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**Mission Statement**

It is our mission to ensure that ALL students leave the Newport Special School District with the knowledge and skills to lead successful and productive lives. All students will have the academic knowledge and skills to enter college.

**Philosophy**

The Newport School District believes that each student should be offered educational experiences that provide opportunities for the development of the student’s full potential. Gifted and talented students are those who, by virtue of abilities, talents, and potential for accomplishment, are capable of high performance. Gifted and Talented students are found in every segment of the population.

Recognizing the potential rewards for the individual and society, the Newport School District believes the abilities of the gifted and talented student must be cultivated, nurtured, and developed. These students require provisions that are different from those normally provided by the regular school program.

The gifted and talented program is committed to developing within the student a desire for excellence and a sense of productive responsibility to self, school, community, and to our changing society.

**Program Goals**

The Gifted and Talented Program will:

• Provide services that will identify gifted and/or talented students.

• Provide activities to develop critical thinking skills.

• Develop and improve the student’s creativity and higher level thinking skills.

• Help students develop task commitment, to acquire and/or maintain adequate and realistic self-concepts, and to develop a sense of self worth and responsibility to self and society.

• Be developed and implemented with input from students, staff, parents, and other community members.

• Enable the students to become self-directed and proficient in written and oral communication skills so that they may creatively share their products with others.

• Provide the educational programs and differentiated curriculum that will enable each student to develop his/her abilities to the fullest.

• Develop the student’s skills for initiating, planning, and conducting independent research.

• Utilize the cultural and industrial resources of the region.

• Keep parents and community well informed.

• Provide an ongoing program of evaluation.

**GENERAL CHARACTERISTICS OF GIFTED/TALENTED CHILDREN**

• They typically learn to read earlier. They read quickly and intensely.

• They commonly learn basic skills more quickly and with less practice.

• They take less for granted, seeking the “how’s" and "why’s".

• They display a better ability to work independently at an earlier age for longer periods of time than other children.

• They can sustain longer periods of concentration and attention.

• They are usually able to respond and relate to parents, teachers, and other adults.

• They may prefer the company of older children and adults to that of their peers.

• 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.

**CREATIVE CHARACTERISTICS**

• They are fluent thinkers able to produce a large quantity of possibilities, consequences, or related ideas.

• They are original thinkers seeking new, unusual associations and combinations among items of information. They also have the ability to see relationships among seemingly unrelated objects, ideas, or facts.

• They are flexible thinkers able to use many different alternatives and approaches to problem solving.

• They are elaborative thinkers producing new steps, ideas, and responses.

• They are good guessers and can readily construct hypotheses or "what if" questions.

• They have a high level of curiosity about objects, ideas, situations, or events.

• They are more willing than their peers in expressing opinions and ideas.

• Sensitive to beauty.

**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.

• They take pleasure in intellectual activity.

• They have rapid insight into cause-effect relationships.

• They tend to like structure, organization, and consistency in their environments.

• They often have a large storehouse of information regarding a variety of topics that they can recall quickly.

• 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 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 have a highly developed moral and ethical sense.

• 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.

**Purpose (2.0)**

The purpose of this handbook is to serve as a guide in program development and implementation of the Newport Gifted and Talented Program. Revisions will and should occur as teachers, students, parents, and administrative personnel interact and react to the program and the curriculum.

Educators deal with children each as unique as a snowflake. Gifted children also are different and show their giftedness in a variety of ways. Because of this uniqueness in children, it is difficult to pinpoint who the gifted actually are. The identification process described herein is one the Newport Advisory Council for Gifted and Talented Education deemed best for their program’s needs.

**Program Definition (3.0)**

According to the Arkansas Department of Education, 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 development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability.*

3.01 Approved teacher of the gifted: This refers to a specialist who has attained certification, passed appropriate state approved assessments, and meets standards as set by the State Board of Education through the Arkansas Department of Education Professional Licensure Department for add-on endorsement in gifted education.

3.02 Approved Administrator/Coordinator of Gifted Programs: This refers to a specialist who has attained certification, passed appropriate state approved assessments, and meets standards as set by the State Board of Education through the Arkansas Department of Education Professional Licensure Department for add-on endorsement in gifted education and in gifted education administration and promotes the administration/coordination of programs and services for gifted students in kindergarten through grade twelve.

**Community Involvement (4.00)**

Parents and community members are informed annually of the program opportunities for gifted and talented students by way of a brochure or an AGATE (Arkansas for Gifted & Talented Education) Parent Organization. The brochure includes characteristics and needs of the gifted, program goals of the district, and the nomination and identification process. Parents and community members are informed of student activities throughout the year in the Superintendent’s Address and the School District Report. Parents are invited to AGATE meetings as well. In addition, a notice is sent out inviting people to drop by the G/T room during Parent/Teacher conferences.

*The Newport Independent* has a weekly school page that has information about the program as well as other area school information.

Parents are continuously updated on activities their child’s participation in activities and field trip opportunities as they arise.

The district is in the process of re-designing their website, and a link will be provided for Gifted and Talented programming that will include nomination and testing information, extra-curricular contest dates and programs and updates on the classes being taught. The website is a link from the Newport School District’s website, which is: www.newportschools.org

**Staff Development Plan (5.00)**

The GT Administrator & teacher(s) receive specialized training by attending courses in gifted education suggested for certification, as well as being updated through participation in conferences and workshops. (Example: AGATE, AAGEA and Crowley’s Ridge Cooperative meetings.)

Every attempt will be made to train certified personnel in a sequential and continuous program development to enable them to assist in the identification, selection, and programming needs of the gifted and talented program. Staff development is based on local education needs of gifted students and altered accordingly. Gifted education is funded at least in part by school districts or educational agencies. Release time should be allotted to teachers for the development of differentiated educational programs and related resources.

The gifted program will be a part of the yearly district community meeting in order to make the community aware of program options.

5.01 The Newport School District will provide ongoing opportunities for growth in the area of Gifted and Talented Education by organizing a flexible and varying program to meet the needs of the school personnel. Areas of training appropriate for the entire school staff will be provided, which may include:

• Characteristics and needs

• Teaching strategies

• Utilization of community resources

• Identification procedures

• Creativity

• Program Evaluation

It is the gifted and talented administrator’s responsibility to provide a less formal means of staff development such as:

• Sharing articles and other professional information.

• Providing information on gifted and talented workshops.

• Providing short in-building staff meetings.

• Sharing identified students’ products with staff.

Junior High and High School teachers will be trained in Pre-Advanced Placement (PreAP), Advanced Placement (AP) or Secondary Content for Gifted Education by the Arkansas Department of Education (ADE). Educators serving the gifted are expected to attend training sessions and utilize higher order thinking strategies. New educators to the district will be asked to attend sessions offered at the end of the year or at the beginning of the next school year as needed. It is the responsibility of the Curriculum Administrator, GT coordinator, and Principals to assure proper training is acquired and certificates are sent to the Gifted Education Administrator for documentation. Teachers certified in Advanced Placement should renew their certification every five years and submit a Certificate to the AP Coordinator Gifted Administrator for the district. Teachers serving through secondary content must obtain training every fifth year.

5.02 Opportunities to increase knowledge of the education of gifted and talented students are provided on a regular basis for school board members, school and district administrators, teachers, and support staff. The gifted administrator/teacher will be encouraged to attend regional and state workshops and conferences, which will provide staff development opportunities for the GT teacher(s) and other interested staff members. The GT Administrator will attend meetings sponsored by the local Co-op, AGATE and/or AAGEA to keep updated in current trends and received specialized training in gifted education. Arkansas State University’s GT program will be utilized for assistance with professional growth, as well as the Crowley’s Ridge Educational Cooperative GT Program. Staff members will also be encouraged to attend sessions provided by educational cooperatives to assist with special training in gifted education.

The Gifted and Talented Handbook, as well as the Rules and Regulations will be distributed to administrators, parents, and educators. Requests to obtain copies may be submitted after the October 15th report. The report is also available by contacting any administrator.

**Personnel (6.00)**

6.01 The person who will teach the homogeneously grouped identified students must hold a current Arkansas teaching license, pass appropriate state approved assessments, and meet performance standards as set by the state of Arkansas. Administrators/Coordinators will keep all certificates and transcripts on file.

Educators trained in the PreAP/AP/Secondary Content must receive appropriate training and submit certificates to the curriculum coordinator and GT Administrator/Coordinator.

6.02 Personnel who administrate/coordinate the program for GT students (K-12) must

hold a current Arkansas teaching license, pass appropriate state approved assessments, and meet performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Licensure Department for add-on endorsement in gifted education and promote the administration/coordination of programs and services for gifted students in kindergarten through grade twelve.

Qualifications for the position of coordinator/teacher of the GT Program shall include a degree, pass appropriate state assessments and receive endorsement in gifted education with experience in teaching. Qualified candidates must meet the performance standards as set by the State Board of Education through the Arkansas Department of Education, Professional Licensure Department for add-on endorsement in gifted education and in gifted education administration. The position demands that the coordinator/teacher be flexible, approachable, and generous with time and resources. In addition to time spent in planning the overall structure of the district gifted program and direct services to gifted students; the coordinator/facilitator(s) will perform a variety of duties that promote integration of the gifted program with the regular education program.

These duties include:

a) working with classroom teachers, counselors, administrators, and other personnel

b) locating resources and preparing materials and methods for teaching the gifted

c) developing an appropriate curriculum for teaching the gifted students

d) arranging in-school and out-of-school experiences

e) facilitating special projects and events within the gifted program

f) attend workshops and conferences to keep informed of new rules, regulations,

etc.

g) compile screening and referred information regarding students and keeping

ongoing records of the students/identification of the gifted

h) contact parents and staff about placement results

i) conduct or arrange staff development activities under the supervision of the

curriculum coordinator and/or principals

j) meet with the identification committee and advisory board at least once a year

k) prepare the Program Approval for the State Department of Education

l) update policies and procedures for the gifted education department

m) purchase and contract services and supplies for the local GT budget

The administrator shall be responsible for finding the candidate who best meets qualifications through normal hiring practices with consideration of personal characteristics associated with gifted educators according to the district’s school policy. These characteristics should be considered by the school district as they relate to program goals and objectives:

a) a sincere concern for gifted children and youth

b) enthusiasm for gifted programming

c) the ability to be flexible in time, pace, materials, instructional patterns,etc.

d) confident and skillful public relations

e) good sense of humor

f) accepting or diverse ideas and behaviors and can deal with student criticism

g) possessing a high degree of professionalism

h) willingness to meet Arkansas certification requirements for gifted education

i) successful teaching experience

j) willingness to attend workshops and conferences related to GT education

k) willingness to assist with extra-curricular programs as needed

l) valid Arkansas teaching license

Teaching style should include:

a) student, not teacher centered

b) give students choices and responsibilities

c) provide for individual differences by using a variety of resources

d) emphasis on independence, not conformity

6.03 All prospective employees must fill out an application form provided by the district, in addition to any resume provided, all of which information is to be placed in the personnel file of those employed. If the employee provides false or misleading information, or if (s)he withholds information to the same effect, it may be grounds for dismissal.

The Newport 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 Newport Special School District the superintendent or his/her designee shall interview prospective employees that are certified in the respective fields and make recommendations to the board for hiring.

Criteria for teachers of the gifted must meet the minimum standards of:

a) Six graduate hours in gifted education completed by June 1 of first year of

teaching gifted/talented students.

b) Twelve graduate hours in gifted education completed by June 1 of the second

year of teaching gifted/talented students.

c) Eighteen graduate hours in gifted education completed by June 1 of the second

year of teaching gifted/talented students.

d) Must be recommended by the building principal to the superintendent of

schools for final hiring procedures. This recommendation will be based on:

• A willingness to accept responsibilities of a teacher of the gifted as stated in job description.

• Must be a good communicator with parents, teachers and students.

• Must be enthusiastic about teaching.

6.04 Job Descriptions

Administrator/Coordinator of Gifted and Talented Education

The Administrator/Coordinator of Gifted and Talented Education reports directly to the Assistant Superintendent and Superintendent. The Administrator/Coordinator directs the day-by-day management of the gifted and talented education program and enforcement of the policies of the district. Duties and responsibilities of the Administrator/Coordinator of Gifted and Talented Education include, but are not limited to, the following:

1. School-community relations

1. Conduct community awareness of the GT program and its activities

2. Organize and chair the advisory committee

3. Coordinate services and programs with community organizations and other

agencies to provide diversity and enrichment in the curriculum and to promote the public schools.

4. Encourage active parent/community volunteer participation in the GT program

5. Provide a liaison between parents and the GT program in the schools; regular

teachers and GT teachers; the administration, GT program personnel, and the

community at large

6. Communicate regularly with the school board.

1. Staff personnel development

1. Assist with the interview process and recommend teachers for the GT program

2. Acquaint staff members with the state district procedures, rules, and regulations

3. Prepare handbook of the Newport School District’s Gifted and Talented education program

4. Prepare annual timeline of program activities and deadlines

5. Evaluate staff performance and suggest methods for improving instruction and/or classroom management skills

6. Assist program staff with communicating effectively with community, parents,

building administrators, and co-workers

7. Assist in resolving conflicts

8. Counsel with teachers and make recommendations

9. Conduct teacher in-service in gifted education for identification and implementation of program

10. Provide support and resources for teachers with gifted students in their classrooms

11. Assist program staff in meeting Arkansas Department of Education certification requirements

12. Provide opportunities for program staff to attend workshops, classes, and meetings to stay informed about current trends, practices, and research in gifted education

1. Pupil personnel development

1. Accept referrals of students for the GT program

2. Establish case studies on students who have been screened for GT identification

3. Conduct assessments of students for identification and establish profiles

4. Chair the selection committee for identification of students for the GT program

5. Monitor reports of student progress

6. Make specific suggestions for dealing with students who are not being

appropriately served

7. Provide/obtain reports for/from other agencies about children being served to provide continuity of services

8. Encourage student participation in optional program activities

1. Educational program development

1. Plan the overall structure of the district GT program in consultation with teachers, administrators, and parents

2. Supervise the provision of appropriate services

3. Maintain file of confidential student records

4. Become informed about and aware of new trends, developments, regulations, and legislation affecting the district’s GT program through professional materials, coursework, and membership/participation in local, state, and national seminars, conventions, and workshops

5. Visit classes and be aware of progress in each class

6. Arrange for field trips that are needed for the GT program

7. Contact local colleges, universities, and museums for educational experiences available to GT students

8. Evaluate the district program and individual school programs to strengthen service to GT students by obtaining data from teachers, students, and parents

9. Serve on administrative committees with general education responsibilities to provide advocacy for the GT learner

1. Business and program management

1. Prepare all administrative work inherent in the GT program (such as writing proposals for funding, submitting reports of attendance, evaluate data, etc.)

2. Develop and enforce program procedures, rules, and regulations

3. Authorize the purchase of materials, supplies, and equipment

4. Make checks of program materials and equipment for care and replacement

6.05 Administrators and teachers of the gifted will be provided regularly scheduled time for duties other than direct services to the identified students. Curriculum development and differentiated educational planning times will be provided for the GT Administrator and teacher to coordinate and align enrichment programs. Additional planning time will be allotted as needed for the program administrator/coordinator as aligned with district policies for departmental chair responsibilities. Building principals are encouraged to be flexible in scheduling to accommodate the demands of the Gifted and Talented teacher.

Facilitator/Teacher of Gifted and Talented Education

The facilitator/teacher in the Gifted and Talented Education Program reports directly to the Coordinator of Gifted and Talented Education and to the building principal where assigned. The teacher implements a differentiated educational program for gifted and talented students in the district.

Duties and responsibilities of the teacher in gifted and talented education include, but are not limited to, the following:

1. Pupil services

1. Implement the Newport School District’s procedures for identifying gifted and talented students

2. Analyze, use, and apply relevant objective and subjective data to assess students’ abilities, creative potential, and task commitment and to recommend appropriate placement

3. Implement district goals for the Gifted and Talented education program

4. Create and maintain an atmosphere conducive to creative risk-taking and divergent thinking

5. Analyze students’ individual interests, abilities, and learning styles

6. Provide activities leading to the development of critical thinking skills, creative thinking skills, communication skills, and independent learning skills, creative thinking skills, communication skills, and independent learning skills

7. Encourage student independence and self-directed learning

8. Involve students in self-evaluation of products

9. Recognize and assist with the special counseling needs of the gifted and talented

II. Curriculum Development

1. Modify curriculum to provide differentiated educational experiences designed to meet individual needs

2. Select, develop, or adapt instructional materials appropriate for the needs of GT students

3. Integrate goals of the GT program with those of the regular instructional program

4. Serve as a resource person to classroom teachers for appropriate methods and

materials

5. Identify community and regional resources that will enhance the students’ talents.

6. Encourage student participation in out-of-school learning experiences

III. School-Community Relations

1. Meet with parents to discuss program objectives and procedures

2. Keep parents informed on a continuous basis of the student’s growth

3. Encourage active volunteer participation in the GT program

IV. Professional Development

1. Participate in professional activities that are related t gifted and talented education

2. Keep informed of latest research and curriculum developments in gifted and talented education

3. Plan cooperatively with the GT Program Coordinator and other staff members

4. Assist with in-service education for instructional staff.

**Identification (7.00)**

**Student Nominations**

Nominations are sought from a variety of sources to ensure that all potentially gifted and talented students have an opportunity to be considered. Nominations may be made by teachers, principals, peers, self, parents, or community members. An article is placed in the *Newport* Independent asking for nominations and clarifying the characteristics of gifted students along with the identification process being anonymous. All students completing the third grade will be given the option to be screened for placement. An individual letter is mailed to parents of all 3rd grade students inviting them to consider referring their child for placement. In that letter the district explains the characteristics of gifted students and invites parents to sign permission to assess. After a student has been nominated, 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 include at least two objective assessment methods, and a creativity test. Achievement test scores are used to indicate performance. Procedures for obtaining additional information about students include subjective data such as teacher rating scales, parent questionnaires, and product evaluations. No one item is a decisive factor in the placement of a student in the gifted and talented program, nor is one item a decisive factor to not place a student in the gifted and talented program. The student need not score high on every criterion for inclusion into the program. For example, teacher ratings may override low test scores, and good normative data may outweigh negative teacher ratings. All students are given a number during the screening process to ensure all students are anonymous. The final evaluation decision considers the best interest of the student as an individual and the degree to which it is felt the student would benefit from participation in the gifted program.

**Instruments Used For Student Identification**

Data is collected on nominated students to determine if this interaction is present. The following instruments and procedures are used for this purpose.

* Standardized Achievement Test such as ACT Aspire
* Intelligence Test (KBIT: Kaufman Brief Intelligence Test)
* Renzulli Teacher Scale
* Parent Survey
* Kaufman Brief Intelligence Test (K-BIT)
* Torrance Test of Creativity

The information is compiled to form a profile of the student and is reviewed for reasons a child should participate in the program as opposed to reasons/he should not participate. Placement is based upon documentation of expressed need or potential.

**Non-discriminatory Instruments of Identification**

* Achievement tests should be used to indicate students’ performance: such as the ACT Aspire.
* Torrance Test of Creative Thinking will be administered by the G/T Teacher. The TTCT samples a variety of verbal and figural dimensions of creative thinking.
* Renzulli Teacher/Parent Screening - Scales for identifying student strengths in the areas of learning, motivation, creativity, leadership, art, music, drama, planning, and communication.
* Kaufman Brief Intelligence Test (K-BIT) - Quick measure of verbal and nonverbal intelligence. Administered individually, by professional with graduate level training in testing or guidance.
* Product Evaluation – Products such as poetry, slides/tapes, photo essays, and/or science projects may be used to document ability, creativity, and motivation.

**Assurances**

Student information is kept on file with access limited to staff concerned with the education of the student and to parents of the student.

Instruments and procedures used in the identification of gifted and talented students are nondiscriminatory with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition.

Student data and placement decisions are kept on file for at least five years or for as long as needed for educational decisions.

**Disseminating Instructionally Useful Information**

Procedure: Information that would be helpful to the regular classroom teacher in meeting the needs of a student that has been considered for placement will be given to the regular classroom teacher by the G/T Program Coordinator. This may be done verbally through a casual conversation or through a scheduled conference with the teacher, depending on the nature of the information and other factors. The information may be given to the teacher in written form after a conference or conversation.

**Student Placement**

The Identification Committee is composed of at least five educators chaired by a trained specialist in gifted education. Members of the committee are made aware of the identification policies and procedures and the nature of the program.

The Identification Committee uses a case study approach, considering all student information collected, in order to make its decision. Each student’s case study is given a number so that the committee does not know the names of the students during the identification process. The committee is asked to look for all information that they could check as reasons for placing students in the program (as opposed to items that would keep them out). The committee then reviews the items checked to see if enough data indicates that gifted education services would be appropriate at this time. No single criterion or cut-off score is used to exclude a student from placement.

**Parent Notification and Consent**

Parents are notified by letter of their child’s eligibility for program participation and proved with a parent consent form. Students are placed in the program upon receipt of a positive response on the parent consent form.

Parents of students not selected for the program are notified by letter.

**Appeal Process**

Parents may appeal the committee’s decision by completing a form which requests that the Identification Committee make a complete review of all information relating to the decision. In cases where no resolution is reached, the District procedure for appeals will be followed.

**Annual Review of Student Placement**

Once a student enters the program, he/she will be evaluated throughout each year. The evaluation form is designed in a format so that the student and parent will receive an update every nine weeks. The evaluation shows the student’s performance in GT class by way of strengths and weaknesses (areas of needed improvement). At the end of each school year, the GT teacher will review standardized ability and achievement test scores, performance in class, and quarterly evaluations, as a basis for continuation or termination of placement. Included on the quarterly evaluation is an Annual Report section marking the placement decision for the next school year.

**Exit Procedures**

A student may be considered for exit procedures at any time if evaluation provides evidence that he/she is not best served educationally by the program. Listed below are the steps that may be taken.

1. GT teacher documents reason(s) for student concern.

2. Appropriate modifications are made and documented. These modifications will not include a change of placement in program options.

3. GT teacher conferences with the student and/or parent if a necessary level of progress is not evidenced following program modifications. The student is made aware of areas of needed improvement and a timeline is set for a specified level of improvement.

4. If progress following the timeline is not adequate, the Identification Committee reconvenes to consider continuing services. Parents are provided notification and the opportunity to present additional information or discussion with the GT Teacher and Coordinator before the committee convenes.

5. If a student exhibits need for programming in the future, they may go through the nomination process again to determine placement.

A parent may also express concerns that could warrant exit procedures. A student’s concerns would be discussed with the parent before any decision was made. If a parent decided that they no longer wanted their child to participate in the G/T Program, the child would not be required to participate.

**Program Options (8.00)**

The program design for our gifted and talented students for grades kindergarten through twelfth grade is intended to provide a curriculum that is both differentiated and appropriate for the specialized needs of students who are advanced in their thinking and learning processes. Gifted and talented students are provided opportunities to interact with their peers and to work with materials that challenge their abilities and encourage them to expand their abstract thinking and reasoning. This is accomplished through using various approaches appropriate to the designated grade level. All instructors involved have received training through the Arkansas Department of Education and/or advanced degree training.

Current services provided in the Newport School District’s Gifted and Talented

Programs:

**GRADES K-3**

Students in grades K through 3 receive whole group instruction at least once a week for thirty minutes in the GT classroom. Activities are geared toward higher-level thinking and developing creativity.

**GRADES 4-6**

Identified students in grades 4-6 participate in at least 150 minutes a week Academic Pull-Out Program. Students receive instructional services different from those provided in the regular classroom. Learning experiences are designed to nurture creativity, foster higher order thinking skills, and to provide appropriate enrichment experiences. Students have the opportunities to work at their level of abilities and in their area(s) of interest and talent.

**GRADES 7-12**

Identified students in grades 7-12 receive services through designated course content classes in the academic areas of English, Math, Science, and Social Studies. Pre-Advanced Placement, Advanced Placement, College Prep, and Concurrent courses are among the program options available. Acceleration is also offered through our SOI (School of Innovation) program as well.

**Curriculum (9.00)**

**Curriculum Description**

The curriculum for the Newport Gifted and Talented Program extends the regular classroom curriculum. The curriculum is differentiated in content, process, and product. Not only must the curriculum differ in degree, but in kind. According to the Rules and

Regulations set by the ADE, Office of Gifted and Talented Program, it is important to avoid simply “more of the same.” The gifted curriculum must be “in place of” rather than “in addition to” required classroom work. The curriculum is set up in five major areas:

Critical Thinking Skills, Creative Thinking Skills, Logical Thinking skills, Affective Development, and Independent Study. Each of these areas includes goals, objectives, and specific skills. The activities in which the students participate cover the skills under each program goal.

**Elementary Grades K-6:**

Our STEM teacher, Ellen Boling, works with Ami Driver, our GT Specialist, and Mrs. Erwin, our GT Coordinator, serving students in K-3 through Whole Group Enrichment for 40 minutes per week. She uses the Tin Man Press units for critical and creative thinking. Also, she also uses a continuation of her STEM curriculum that is through EiE (Engineering is Elementary) curriculum.

Newport School District identifies students at the end of 3rd grade for the GT program. The pull-out program begins in grade 4 and continues through grade 6. Mrs. Ami Driver, who has her masters in Gifted Education is teaching the 4th through 6th grade pull-out classes. Mrs. Driver focuses specifically on the areas in which students need enrichment beyond that which is provided in the regular classroom. Students have a curriculum designed for their cognitive and affective needs.

Our 5th and 6th grade GT students are also receiving services through Pre-AP English, of which Mrs. Driver is College Board trained each summer. This class is in addition to GT, which allows these students to have 400 minutes per week of pull-out time. These students also present a Readers Theater program as well.

**High School:**

Students in grades 7 through 12 are served through Pre-AP and AP classes. We currently offer AP Language and Composition, AP English Literature and Composition, AP Calculus AB, AP US History, AP World History, and AP Environmental Science. We also have Pre-AP classes in Physical Science, Biology, Chemistry, Algebra 1 and 2, Geometry, Pre-Calculus and Trigonometry, and 9th and 10th grade English. All secondary teachers that teach any GT student have been through the AP Summer Institute. This training has been required since the inception of our AP program by believing that AP-trained teachers would best serve ALL students and not just GT students by using those strategies in the regular classroom. The GT Coordinator meets with the GT students to discuss and enroll students in the extra opportunities for creativity and higher order thinking through such programs as Quiz Bowl, student-led organizations such as FFA, FBLA, FCCLA, and HOSA, and Arkansas Governors’ School.

**Upper Elementary through 12th Grade Quiz Bowl:**

Students receive the opportunity to compete with area schools in an academic competition that requires fast thinking, quick recall, and the ability to assimilate information from widely different areas into a new and unique solution.

**J.L. Scott Marine Biology Camp:**

Identified elementary students have the opportunity to attend a three-day marine biology camp held in Biloxi, Mississippi. They attend classes at the University of South Mississippi’s Gulf Coast Research Laboratory. This camp has offered students from around the globe an opportunity to work with research scientists in state of the art facilities and on Ship Island in the Gulf of Mexico.

**US Space and Rocket Center Camp:**

US Space and Rocket Center Camp was founded in 1982 and is located in Huntsville, Alabama at the US Space and Rocket Center’s Museum. The camp is an educational program to promote the study of math, science, and technology and couples classroom instruction with hands-on activities. The camp teaches teamwork, decision-making, and leadership. Rocket scientist Dr. Wernher von Braun, while leading the team of scientists and engineers at the Marshall Space Flight Center that sent astronauts to the moon, inspired this program that has challenged students from all fifty states and over forty countries and territories. This camp is also offered to upper elementary students.

**Heifer International:**

Heifer International offers a powerful global education experience at the Learning Center at Heifer Ranch, located in Perryville, Arkansas. Each program introduces participants to the idea that one person can make a difference in ending hunger and poverty. Our students will participate in the multi-night program what provides students a first-hand look at the challenges surrounding hunger and poverty. The camp is experiential, hands-on, interactive, and fun.

**Student-Led Organizations:**

Newport High School provides leadership opportunities for students in HOSA (Health Occupation Students of America); FFA (Future Farmers of America); FBLA (Future Business Leaders of America); and FCCLA (Family and Career Community Leaders of America).

**Evaluation (10.00)**

**Evaluation Plan**

Program Evaluation: At the end of the school year, parents, administrators, classroom teachers, G/T personnel, Identification Committee, and/or the Advisory Council are given the opportunity to evaluate the Gifted and Talented Program to measure the effectiveness of the program. Our district rotates surveying various stakeholders in our GT program. The information from each instrument will be tabulated and analyzed by the G/T Coordinator and the results will be prepared in report form. From the report, the district should be able to determine if the goals and objectives of the program are being achieved, if students’ are being effectively served, and the kinds of program modifications that should be made.

Student Evaluation: The evaluation of students’ progress in the G/T Program will be

based upon their achievement of program objectives which are outlined in the Scope and Sequence. The students’ progress in developing process skills will be evaluated as well as the quality of their products. The G/T teacher will send evaluation reports to the parents for class activities or projects throughout the school year. Quarterly reports indicating the students’ progress in relation to program goals will be sent to parents. The evaluation shows the student’s performance in G/T class by way of strengths and weaknesses. G/T participation will be documented on all permanent records.

Through the evaluation of students we hope to not only keep parents informed of their child’s progress, but also to gain information that will enable us to more effectively meet the needs of gifted and talented students.

**ARKANSAS**

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http://arkedu.state.ar.us/arkedu.state.ar.us/pdf/rr\_giftedtalented\_99.pdf

Arkansans for Gifted and Talented Education (AGATE)

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Hillcrest Station

Little Rock, AR 72225-0754

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Arkansas Association of Gifted Education Administrators (AAGEA)

Gifted and Talented Administrator

815 Bishop Street

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http://www.aaea.k12.ar.us/AAEA/AAGEA/AAGEA.html

Please feel free to contact the Gifted Education Department at:

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Glossary

* Acceleration- to advance a student through the curriculum more quickly than their chronological peers.
* Affective Domain – the realm of feelings which affect attitudes, values, and

emotional control.

* Area of Giftedness – the particular ability in which one excels or has the potential

to excel.

* 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.
* 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.

* Subjective – non-test measures 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 special education services.

* Independent Study – students are allowed to pursue an area of interest extensively, in which they acquire, interpret, analyze, evaluate, and report information and ideas.
* 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.