



General Guidelines

for the

Sloan-Hendrix Schools

Gifted and Talented Academy

PHILOSOPHY

It is the responsibility of the Sloan-Hendrix Public Schools to provide the most appropriate educational experience to each student. The current and foreseeable realities of public education dictate that the content, pace, and depth of instruction accord with the principle of the greatest good for the greatest number. A certain number of students at either end of the spectrum of educational capability require a curriculum that is differentiated both in content and methodology from that targeted toward the norm. Generally, the further the student is from the norm, the greater the need for differentiated education, and the larger the danger of damage, especially in motivation, from a lack of special education. While every student possesses some talent worthy of development and the school strives to assist each pupil to experience the satisfaction of successful accomplishment, the nature of the institute mandates that priority be placed on academic-intellectual endeavors.

Therefore, Sloan-Hendrix predicates these principles:

1. All student participation is voluntary.
2. The right to participate is earned, rather than bestowed.
3. The program must challenge all students to progress in
 - a. capacity for self-directed learning,
 - b. depth of investigation,
 - c. breadth of knowledge, and
 - d. development of creative abilities.

All true learning engenders mutual respect.

STAFF DEVELOPMENT PLAN

The Sloan-Hendrix School District will provide on-going and continuous opportunities for growth in the area of Gifted and Talented by organizing a flexible and varying program to meet the individual needs of the school personnel.

The District G/T Coordinator will be responsible for staff development through formal sessions, faculty meetings, handouts, and professional literature. The coordinator will also make arrangements for consultant services and provide information about regional and state workshops and conferences. Training for the teacher of the gifted will be provided as needed.

The coordinator and teacher will be encouraged to attend regional, state, and national workshops and conferences which provide staff development opportunities for the G/T teacher(s) and other interested staff members.

The staff will be encouraged to attend staff development sessions provided by the Arkansas Educational Cooperatives which are conducted by professionals with special training in gifted education.

Less formal staff development will be encouraged by adding books and journals on gifted education to the school's professional library; placing reprints of pertinent articles in teacher boxes; presenting short, specific classroom demonstrations and teaching techniques at regular building-level faculty meetings; and sharing gifted students' projects with all staff.

TEACHER SELECTION

We feel the characteristics listed below are important in considering a candidate as a teacher of the gifted and talented program. However, individual school district policy must be considered in the process for teacher selection.

1. The ability to be flexible of time, pace, materials, and instructional procedures.
2. Possession of an Arkansas teaching certificate in gifted education or willingness to meet requirements for such certification.
3. Enthusiasm for the program for g/t students.
4. Sincere concern for g/t children and youth.

RESPONSIBILITIES OF THE COORDINATOR OF GIFTED AND TALENTED EDUCATION

1. Coordinate all personnel assigned to the gifted and talented program. Meet on an as needed basis to promote continuity throughout the kindergarten to the twelfth grade program.
2. Integrate services provided through the gifted and talented program at all levels of instruction.
3. Serve as a resource to the staff in the gifted program, classroom teachers, administrators, parents, and the community in regard to gifted and talented programming.
4. Compile screening and referral information regarding students.
5. Compile information about the gifted programs as needed for district and state reports.
6. Monitor the progress of the district program on a periodic basis and communicate strengths and weaknesses to the Superintendent and the School Board.
7. Implement an annual evaluation process.
8. Participate as needed in conferences with parents, students, teachers, and/or administrators.
9. Communicate with other schools when identified students transfer into or out of the school district.
10. Prepare a yearly budget and compile information necessary for funding proposals.
11. Maintain and store gifted and talented identification and student records as required by state laws.
12. Disseminate information about programs outside of the school district, pertaining to on-going gifted and talented programs for summer camps and out-of-state programs as information becomes available.
13. Coordinate the Arkansas Quiz Bowl and other such programs as pertaining to registration and team participation.
14. Compile and disseminate the necessary forms and information to the identified students pertaining to the Arkansas Governor's School Nomination.

RESPONSIBILITIES OF THE GIFTED AND TALENTED RESOURCE TEACHER
FOR GRADES KINDERGARTEN THROUGH SIX

1. Serve as a resource to teachers of the gifted and talented students, counselors, and administrators.
2. Meet in regularly scheduled classes with students in a designated area for resource room activities.
3. Assist in identification procedures.
4. Direct curriculum study units and conduct group activities.
5. Periodically review and evaluate the progress of students in the program.
6. Prepare, using currently available programs, computer software, and updated techniques appropriate educational activities for identified students.
7. Participate in conferences with parents and/or students involved in the program.
8. Work regularly with school personnel to increase awareness of the needs of gifted and talented students.
9. Assist in an annual evaluation of the program.
10. Meet with the gifted and talented coordinator on an as needed basis to discuss and resolve problem areas.

RESPONSIBILITIES
OF THE GIFTED AND TALENTED RESOURCE TEACHER
FOR GRADES SEVEN THROUGH TWELVE

1. Serve as a resource to teachers of gifted and talented students, counselors, and administrators.
2. Provide resource materials and activities beyond those normally found in the school.
3. Provide opportunities for gifted and talented students to participate in a variety of learning opportunities involving high level thinking and reasoning.
4. Work regularly with school personnel to increase awareness of the needs of gifted and talented students.
5. Participate in conferences with parents and/or students involved in the program.
6. Assist in identification and student scheduling procedures.
7. Assist in the annual evaluation of the program.
8. Meet with the gifted and talented coordinator and/or other gifted staff personnel on an as needed basis.

EXIT POLICY

The screening committee will annually review students placed in the G/T program. Teachers, parents, and/or students may request that a student, placed in the G/T program, be reviewed at any time during the school year. If exiting from the program best serves the educational interests of the student, then services may be discontinued.

The following procedure will apply:

1. The review request should be made through the g/t coordinator and school principal, in writing.
2. A conference will be held with the principal, parents, student, and, if applicable, teachers to discuss further participation in the program.
3. The committee will make a recommendation and/or decision on the review request.
4. If one of the parties is not satisfied with the final decision of the placement committee, the party may follow the appeals procedure.

STUDENT IDENTIFICATION PROCEDURE

The identification process will be based on a case study approach and will follow these steps:

I. Referral steps

A. Teacher referrals

1. Staff development on characteristics and identification of gifted and talented students is provided for all teachers.
2. A request is made annually for teacher referrals.

B. Parent/Community Referrals

1. Awareness of the program is provided at the public meetings held at the school each year.
2. Information and referral forms are made available to all parents and community clubs.
3. Referral forms are available to all school district residents, giving them the opportunity to nominate students for the program.

C. Peer/Self Referrals

Peer/Self referral forms are available to all students according to district policy.

D. Standardized Test Referrals

School wide standardized achievement/ability tests are screened each year to bring any student of high ability and/or achievement under consideration for the program.

E. Transfer Student Referrals

Transfer students, after confirmation of participation from their previous school, will be evaluated and considered for participation, but not automatically placed.

F. On-going Referral Process

Although referrals are formally requested once a year, student referrals are accepted at any time during the school year.

II. Student Assessment

Since it is recognized that G/T students may express themselves in many ways, may emerge at certain times and under certain conditions, and are not limited to any specific socio-economic or ethnic group, it is desirable that all screening instruments be as diverse and equitable as possible and appropriate to the child's age/level. Individual testing may be requested with parental consent.

A. Non-discriminating instruments

1. Objective

- a. Star Test
- b. Intelligence Test
- c. Other nationally recognized aptitude/ability tests.

2. Subjective

- a. Creativity Assessment Packet
- b. Other nationally recognized creativity tests
- c. Grades
- d. Checklists

B. Confidentiality, Communication, and Maintenance

1. Students information is kept in files with access limited to staff concerned with the education of the student and to the parents of the student.
2. Student information which would be educationally useful is communicated to the appropriate instructional staff.
3. Student data and placement decisions are kept on file for at least five years or for as long as needed for educational decisions.

III. Student Placement

Student placement will follow these guidelines:

1. Anyone is eligible for referral.
2. Placement is based on potential.
3. Interest and willingness to invest time and energy are critical factors.

A. Selection Committee

1. The selection committee is composed of at least five educators chaired by the g/t coordinator.
2. Members of the committee are made aware of the local identification policies, procedures, and the nature of the program.

B. Selection Process

1. The selection committee uses an approach that considers all student information collected in order to make its decisions.
2. No single criterion or cut-off score is used to exclude a student from placement.

C. Parent Notification and Consent

1. Students identified for program participation.
 - a. Parents are notified by letter of their child's selection for program participation and provided with a parent consent form, which offers the opportunity to request additional information about the program, if needed, before making a decision.
 - b. Students are placed in the program upon receipt of a positive response on the parent consent form.
2. Students not identified for program participation.

Parents of any child nominated for the program but not placed are notified by letter of the committee's decision.

IV. Annual Review of Student Placement

Student participation in the program will be reviewed annually.

Sloan-Hendrix School District Gifted and Talented Services

Melanie Stephens, District Coordinator/Facilitator

mstephens@sloan-hendrix.com

REFERRAL FORM

Students can nominate themselves for gifted and talented services or they may be nominated by parents, peers, counselors or teachers. Information from the nomination will be used as one of the sources of data to determine the student's educational needs.

Student Name _____ Date _____

School Attending _____

Person Nominating the Student _____ Phone _____

Relationship to the Student _____

What prompted you to initiate this referral?

What qualities or characteristics do you observe that you believe are exceptional?

Please reflect on the social & emotional well-being of the student—relationships and/or interactions with peers, siblings, parents, others.

What other information do you wish to add?

Sloan Hendrix School District

P. O. Box 1080/ #1 Greyhound Circle
Imboden, Arkansas 72434

Permission for testing for the gifted and talented program

As the Sloan Hendrix School District attempts to identify students to participate in the Gifted & Talented Program, it is necessary to do some individualized testing. This decision is based upon the information we have obtained from teachers and group test results. In order to administer the tests, it is necessary to obtain permission as the parent or guardian.

_____ has my permission to be tested.

Student's Full Name

_____ is not to be tested at this time.

Student's Full Name

I have read and understand the purpose for which my consent is requested. I sign this with the authority of myself and other persons sharing custody of the above named child.

Parent/Guardian Signature

Date

Mailing Address

City

Phone Number

The identification committee will meet on an as needed basis with a minimum of one meeting per school year which will be held during the first nine week period, usually in the first week of October. The purpose of this meeting is to place students; review policies; and render decisions on appeals, reconsiderations, and dropouts. Any other meetings will be scheduled as needed to take care of appeals, reconsiderations, and transfer students.

The identification committee will review the records and performance as documented by the G/T teacher and/or G/T coordinator to determine retention or release from the G/T program, based on performance, participation, motivation, and student's desire to remain in the program.

The committee members are as follows:

Chairman—Chairman-Melanie Stephens, G/T Coordinator
Melanie Stephens, G/T Facilitator
Lisa Hill, High School Teacher
Kelly McCormic, High School Teacher
Shara Phares, Elementary Counselor
Alaina Nichols, Elementary Teacher
Jennifer Grisham, Elementary Teacher
Liggy Waddell, Elementary Principal
Marty Moore, High School Principal

SLOAN-HENDRIX SCHOOLS GIFTED AND TALENTED
TEACHER INFORMATION FORM

The following information is sought to help identify possible candidates for the Gifted and Talented Academy. All information submitted will be held educationally confidential. Two categories are to be considered on this form. First, the intellectually “gifted” are sought. Secondly, students with specific academic talents are to be identified.

Name: _____ Grade: _____ Date: _____

Strengths (Check when applicable)

- | | | | |
|-----------------------------|-------|--------------------------|-------|
| Broad general knowledge | _____ | Original idea producer | _____ |
| First to grasp new concepts | _____ | Extremely logical | _____ |
| Voracious reader | _____ | Intellectually confident | _____ |
| Total recall | _____ | Always questioning | _____ |
| Cross-relates knowledge | _____ | Unusual sense of humor | _____ |
| Impressive vocabulary | _____ | Socially adept | _____ |
| Self-directed learner | _____ | Immersed in “interest” | _____ |
| Other _____ | _____ | Other _____ | _____ |
| Other _____ | _____ | Other _____ | _____ |

Special Weaknesses (List) _____

Academic Talent _____ (Subject) _____
 Estimated performance level (Grade + Month) _____

- Check (if applicable)
- Can master textual material independently _____
- With some help can progress 1 grade above level _____
- Will continue working without constant supervision _____
- Will assume responsibility to meet class requirements _____
- Possesses near-expert knowledge in the specialization of _____
- Might safely be excused _____ hours/week from a total of _____ hours/week

List three examples of this student’s performing above the normed expectations

This student was also identified in talents as listed below:

Art (Area) _____

Music (Area) _____ (Instrument) _____

Other non-academic _____

Other academic _____

Other comments _____

SLOAN-HENDRIX SCHOOLS NOMINEE EVALUATION REPORT

Name: _____ Grade: _____ Date: _____
 Teacher: _____ ACADEMIC NON-ACADEMIC SUBJECT

Please fill in the information above. Academic means intellectually superior, in more than one general area. Non-Academic means areas other than academics. Subject means intellectually superior in a SPECIFIC subject area.

Circle the appropriate behavioral or characteristics demonstrated by the student.
 5=highest rating, 1=lowest rating

Characteristic/Behavior	Rating				
Advanced vocabulary					
Questioning, very curious about many topics	5	4	3	2	1
Sets own goals, standards	5	4	3	2	1
Good memory	5	4	3	2	1
Has many ideas (fluent)	5	4	3	2	1
Intense involvement in preferred problems and tasks	5	4	3	2	1
Learns very quickly and easily	5	4	3	2	1
Sees things in varied ways (flexible)	5	4	3	2	1
Enthusiastic about interests and activities	5	4	3	2	1
Large fund of information	5	4	3	2	1
Offers unique and unusual ideas (original)	5	4	3	2	1
Needs little external motivation when pursuing tasks	5	4	3	2	1
Generalizes skillfully	5	4	3	2	1
Adds detail; makes ideas more interesting (elaborates)	5	4	3	2	1
Prefers to concentrate on own interests and projects	5	4	3	2	1
Comprehends new ideas readily	5	4	3	2	1
Transforms or combines ideas	5	4	3	2	1
High level of energy	5	4	3	2	1
Makes abstracts easily	5	4	3	2	1
Sees implications or consequences easily	5	4	3	2	1
Perseverant; does not give up easily when working	5	4	3	2	1
Perceives similarities, differences in relationships	5	4	3	2	1
Risk taker; speculates	5	4	3	2	1
Completes, shares products	5	4	3	2	1
Understands cause/effect relationships	5	4	3	2	1
Feels free to disagree	5	4	3	2	1
Eager for new products, challenges	5	4	3	2	1
Makes judgments and decisions	5	4	3	2	1
Finds subtle humor, paradoxes, or discrepancies	5	4	3	2	1
Assumes responsibility	5	4	3	2	1

Date:

To the parents of _____:

The identification committee for Sloan-Hendrix School's Gifted and Talented Program met recently. The identification of students to participate in the Academy was made by a committee composed of teachers and administrators.

Students are selected for inclusion in the program on the bases of above average ability, creativity, and task commitment. The following instruments are used to measure these criteria: Sat 10 (or appropriate standardized test) scores, the K-Bit 2, and grades (ability); Williams Creativity Assessment (creativity); and Teacher and Parent Evaluations (task commitment).

While all the students we considered for the Academy have something special to offer, we tried to match the program objectives with student abilities. It was the finding of the committee that your child's educational need can best be met at this time through the curriculum in the regular classroom.

We appreciate your assistance in gathering information about your child and your interest in the program. If you want to discuss this matter in greater detail, contact me through the school office at 870-869-2361.

Yours truly,

Melanie Stephens, Coordinator
Gifted and Talented Program

Date:

To the parents of _____:

The identification committee for Sloan-Hendrix School's Gifted and Talented Program met recently. The identification of students to participate in the Academy was made by a committee composed of teachers and administrators.

Students are selected for inclusion in the program on the bases of above average ability, creativity, and task commitment. The following instruments are used to measure these criteria: Sat 10 (or appropriate standardized test) scores, the K-Bit 2, and grades (ability); Williams Creativity Assessment (creativity); and Teacher and Parent Evaluations (task commitment).

The committee agreed that your child, _____, could benefit from participation in the Academy.

We have planned this program to help students develop and practice more advanced skills, broaden knowledge, use research skills, analyze problems, effectively communicate ideas, improve self-image, and become more self-directing. We want to be sure your child wants to participate and that you believe that is could be a profitable experience. Records of student performance will be reviewed annually.

If you have further questions concerning the Academy, contact me through the school office at 870-869-2361.

Yours truly,

Melanie Stephens, Coordinator / Facilitator
Gifted and Talented Program

Please return this letter by _____.

_____ I would like for my child to participate in the program.

_____ I do not wish for my child to participate in the program at this time.

(Parent's signature)

(Date)

APPEALS OF PLACEMENT DECISIONS

If a parent/guardian/student disagrees with the identification committee's decisions, he should contact the g/t coordinator and present his concern. If the g/t coordinator can not recommend a satisfactory change to the identification committee and the parent/guardian/student is still in disagreement with the decision, he will be asked to make a signed written appeal that contains the following:

1. A short statement of the disagreement.
2. Any additional information that might help in a review of the placement decision.

An identification committee meeting will be scheduled within ten school days of the written appeal. The parent/guardian/student will be requested to attend this meeting. If the review decision remains in disagreement with the concerned person(s), he should appeal, in writing, within ten school days of the review committee's meeting to the Superintendent of Schools.

The superintendent or his designee will review the placement decision. The g/t specialist and/or counselor/psychological examiner will then make a recommendation to the appointed designee.

CRITERIA FOR EVALUATING CURRICULUM MATERIALS
FOR GIFTED AND TALENTED STUDENTS

1. Individualization

Allow for individualization according to students' interests, learning styles, and levels of development.

2. Organization

Involve the student, at least to some extent, in planning and evaluating his or her own work.

3. Process

Foster the development of flexibility, inquiry, discovery, investigation, creativity.

4. Product Oriented

Encourage productive, creative outcomes rather than reproductive exercises.

5. Learning Environment

Foster shift in responsibility from teacher to student.

Provide access to higher level resources.

Encourage role of teacher as facilitator, rather than focus of learning.

Value originality and divergence above conformity.

Educational Improvement Center-South, Sewall, New Jersey

Instructional Materials Evaluation for Gifted and Talented

Evaluator Information:

Material Evaluated:

Name _____ Author _____
 Grade _____ Title _____
 School _____

Circle appropriate level. 1=Low, 5=High

GENERAL FACTORS:

Office use

- | | | |
|---|--------------|---------|
| 1. The material does what it indicates it will do. | 1 2 3 4 5 NA | 3 _____ |
| 2. I will use this material again. | 1 2 3 4 5 NA | 2 _____ |
| 3. The material is practical for the purpose(s) of the teacher and the learner, i.e., time, level, focus. | 1 2 3 4 5 NA | 2 _____ |
| 4. The material can be shared with other instructors. | 1 2 3 4 5 NA | 2 _____ |
| 5. The material's approach is clear, has motivational value. | 1 2 3 4 5 NA | 3 _____ |

FACTORS RELATING TO THE INSTRUCTOR:

- | | | |
|--|--------------|---------|
| 1. There should be a clear and complete teacher's guide. | 1 2 3 4 5 NA | 2 _____ |
| 2. The student's level of achievement can be evaluated after the material has been used. | 1 2 3 4 5 NA | 2 _____ |
| 3. The time and effort required to evaluate the outcome(s) is reasonable. | 1 2 3 4 5 NA | 2 _____ |
| 4. Special conditions relative to the use of the material are clearly explained. | 1 2 3 4 5 NA | 2 _____ |
| 5. The material can be effectively used after a reasonable amount of instructor training/orientation | 1 2 3 4 5 NA | 3 _____ |

FACTORS RELATING TO THE LEARNER AND THE NATURE OF THE MATERIAL:

- | | | |
|--|--------------|---------|
| 1. The rationale and objectives for the material are clearly stated and appropriate. | 1 2 3 4 5 NA | 3 _____ |
| 2. Clear, adequate directions for use are included. | 1 2 3 4 5 NA | 3 _____ |
| 3. The material is appropriate for the educational level of the learner. | 1 2 3 4 5 NA | 3 _____ |
| 4. The material is likely to challenge the student. | 1 2 3 4 5 NA | 3 _____ |
| 5. The material provides a valuable integrated learning experience. | 1 2 3 4 5 NA | 3 _____ |
| 6. The material has the potential to facilitate growth toward higher levels of cognition. | 1 2 3 4 5 NA | 3 _____ |
| 7. The material has the potential to facilitate growth in the social/cultural domain. | 1 2 3 4 5 NA | 2 _____ |
| 8. The material avoids sexual/cultural bias. | 1 2 3 4 5 NA | 2 _____ |
| 9. The material encourages creative thinking and/or problem solving behaviors. | 1 2 3 4 5 NA | 3 _____ |
| 10. The material is student-centered. | 1 2 3 4 5 NA | 3 _____ |
| 11. The content of the material extends general knowledge of the topic/concept/skills, etc. | 1 2 3 4 5 NA | 2 _____ |
| 12. The material is flexible enough to allow for open-ended development by teacher or student. | 1 2 3 4 5 NA | 3 _____ |

TOTAL WEIGHT ITEM=33	7.0 Highly Acceptable _____	
	6.0 Acceptable _____	Total Points _____
	4.0 Minimally Acceptable _____	
	Not Acceptable _____	

SLOAN-HENDRIX SCHOOLS
GIFTED AND TALENTED EDUCATION
CURRICULUM ORGANIZATION

Gifted and talented students are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. In keeping with this definition, Sloan-Hendrix School District implements the following curriculum modifications to provide a course of study which extends or replaces the regular curriculum. Instruction is afforded which includes but is not limited to

1. A high level of cognitive and affective concepts and processes provided in the regular curriculum.
2. Instructional strategies which accommodate the unique learning styles of the gifted and talented.
3. Flexible administrative arrangements for instruction both in and out of school. (USOE, 1976, pp. 18665-18666).

Contents of the curriculum encompass the broad area of creative thinking, critical thinking, research, independent learning, communications, and affective development. Instruction possibilities include, but are not limited to, discussions, problem solving, programmed instruction, simulations, and games, independent study and other strategies which emphasize higher-level thought processes, problem solving techniques, and quality student products.

Curriculum Outline

- I. Creative Thinking
- II. Critical Thinking
- III. Research
- IV. Communications
- V. Independent Learning
- VI. Affective Development

SLOAN-HENDRIX SCHOOLS
GIFTED AND TALENTED
ADVISORY COMMITTEE PROCEDURE

The following personnel are designated as members of the Sloan-Hendrix Schools' Gifted and Talented Advisory Committee. The committee will meet on an as needed basis, with a minimum of one meeting per school year. This meeting will correspond with the annual Open House scheduled by the administration usually in conjunction with the Parents and Teachers for Education (PTE) during the first nine weeks of school. The meeting agenda will cover program changes and improvements, nomination of members for the next school year, and discussion and selection of improved or revised program materials or curriculum.

Committee members:

Chairman: Chairman-Melanie Stephens, G/T Coordinator
Melanie Stephens, G/T Facilitator
High School Administrator, Marty Moore
Elementary School Administrator, Liggie Waddell
High School Counselor, Amanda Rorex
Elementary School Counselor, Shara Phares
High School Teacher, Lisa Hill
Elementary School Teacher, Alaina Nichols
Elementary School Teacher, Jennifer Grisham
Community--Kelly McCormic, Parent
Sarah Kulick French, Patron

PROGRAM EVALUATION

The first part of the evaluation of the Gifted Program of Sloan-Hendrix Schools concerns the description of the program according to the seven components suggested by the State Department of Education. The rationale for this description is included to serve as a reminder to the program planner and explain the evaluation process to future G/T teachers and interested parties. Outputs in each description are expected outcomes of the processes. A completed evaluation will yield actual outcomes. The second part of the evaluation includes the assessment instruments used to gather that data. Evaluation forms will be distributed by the G/T coordinator to school board members, administrators, gifted and talented personnel, classroom teachers, advisory council members, parents, and students in the third week of April and collected by the third week of May. Information from the returned surveys will be collated by the g/t coordinator and results will be disseminated to the public during the annual Open House. The third part of the evaluation provides a means of student evaluation. In compliance with Program Approval Standards, secondary content, Pre-AP, and advanced courses are assessed and participation is noted on student transcripts.

Rationale of Description

1. Is not possible to evaluate something that cannot be described.
2. Provides a standard against which to make comparisons.
3. Provides an operational plan of the program which can be useful in helping staff see what resources are available and what activities must be done to achieve desired outcomes.
4. Provides a basis for attributing observed outcomes (if program is not what is intended, we will have a basis by which to adjust).
5. Provides a mechanism for program management and staff to check perceptions.
6. Enables one to focus on trouble spots by breaking the program into parts.
7. Assists in generation of evaluation concerns by stating what part should be evaluated.
8. Assists in explanation of program to interested audiences.

(Callahan "Program Evaluation for Gifted and Talented", Presentation at Arkansas State University, June 10, 1986)

ADOPTED FROM MATERIAL PREPARED BY SHARON PARSLEY FOR
STRAWBERRY PUBLIC SCHOOLS

Questionnaire to assess the Advisory Council concerning the Gifted and Talented Program

Please circle your response according to the following key:

SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, NA=Not Applicable

- | | | | | | |
|---|----|---|---|----|----|
| 1. Parents and community members are informed about the G/T program on an on-going basis. | SA | A | D | SD | NA |
| 2. Parents and community members have an opportunity to meet at least annually to express concerns about the G/T program. | SA | A | D | SD | NA |
| 3. The G/T advisory council is representative of the community and parents. | SA | A | D | SD | NA |
| 4. The school provides meetings, workshops, and activities that are designed to increase the total faculty's ability to provide educational opportunities for G/T students. | SA | A | D | SD | NA |
| 5. As an advisory council member, you have had the opportunity to provide input concerning the following program guidelines which have been adopted by our school district: | SA | A | D | SD | NA |
| goals and objectives | SA | A | D | SD | NA |
| identification procedures | SA | A | D | SD | NA |
| staff development plan | SA | A | D | SD | NA |
| evaluation procedures | SA | A | D | SD | NA |
| 6. There are a variety of program options available for our G/T students. | SA | A | D | SD | NA |
| 7. Advice from the advisory council was taken into account when decisions pertaining to the G/T program were made. | SA | A | D | SD | NA |
| 8. There is sufficient communication between me and the school's G/T program planner/teacher. | SA | A | D | SD | NA |
| 9. I am well enough informed to answer general questions about the G/T program. | SA | A | D | SD | NA |
| 10. The advisory council has met as often as needed. | SA | A | D | SD | NA |
| 11. I feel comfortable with my position as a G/T council member. | SA | A | D | SD | NA |
| 12. What suggestions do you have for improving the program? | | | | | |

Questionnaire to assess Parents concerning the Gifted and Talented Program

Please circle your response according to the following key:

SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, NA=Not Applicable

If the question does not apply to you, circle NA

- | | | | | | |
|---|-----|---|---|----|----|
| 1. An annual awareness session concerning the gifted program has been provided for the parents. | SA | A | D | SD | NA |
| 2. Parents and community members are included on the advisory council. | SA | A | D | SD | NA |
| 3. I understand how students are identified for the gifted program. | SA | A | D | SD | NA |
| 4. The process of selecting students for the program is fair and does not discriminate. | SA | A | D | SD | NA |
| 5. I have given written permission for: | | | | | |
| additional testing, if needed | Yes | | | No | |
| participation in the program | Yes | | | No | |
| 6. Have you been informed that your child's placement will be reviewed each year? | Yes | | | No | |
| 7. Have you been informed that you may appeal a placement with which you disagree? | Yes | | | No | |
| 8. Are you aware that parents, teachers, and administrators may request a conference to discuss the possible removal of a child from the program? | Yes | | | No | |
| 9. Have you observed any positive or negative changes in your child as a result of participation in the gifted program? | Yes | | | No | |
| 10. Has your child experienced any difficulties as a result of participation in the program (such as difficulty of G/T work, amount of G/T works, completing work in the regular classroom, and friendships)? | Yes | | | No | |
| 11. What suggestions do you have for improving the program? | | | | | |
| 12. In what ways could we help you to understand the program, gifted education, or needs of your child? (Use other side, if necessary) | | | | | |

Questionnaire to assess Classroom Teachers concerning the Gifted and Talented Program

Please circle your response according to the following key:

SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, NA=Not Applicable

A. Identification:

- | | | | | | |
|---|----|---|---|----|----|
| 1. I understand the nomination and identification procedures. | SA | A | D | SD | NA |
| 2. I feel I have sufficient input in identifying students for the gifted program. | SA | A | D | SD | NA |
| 3. I feel that the identification procedures correctly identify students from my class. | SA | A | D | SD | NA |
| 4. I have been given feedback. | SA | A | D | SD | NA |
| 5. I have utilized feedback (when provided) in my classroom planning. | SA | A | D | SD | NA |
| 6. What suggestions would you make to improve the identification procedure? | | | | | |

B. Relationship between Classroom and Gifted and Talented Program:

- | | | | | | |
|--|----|---|---|----|----|
| 1. The G/T program has helped me to meet the needs of my gifted students. | SA | A | D | SD | NA |
| 2. I have seen positive changes in my students as a result of their being in the program. | SA | A | D | SD | NA |
| 3. The students have encountered few problems in my class as a result of their being in the program. | SA | A | D | SD | NA |
| 4. I feel that my students are enthusiastic about being in the gifted program. | SA | A | D | SD | NA |
| 5. Resource materials about and for gifted students would be helpful to me in meeting the needs of my gifted students. | SA | A | D | SD | NA |
| 6. I have sufficient contact with the G/T teacher about the program. | SA | A | D | SD | NA |
| 7. I am satisfied with the G/T scheduling arrangement. | SA | A | D | SD | NA |
| 8. I feel that the work in the G/T classroom has interfered with work in the regular classroom. | SA | A | D | SD | NA |

9. How can the G/T teacher/coordinator be of help to you s the classroom teacher?

10. How can the program be improved?

Questionnaire to assess School Board Members concerning the Gifted and Talented Program

Please circle your response according to the following key:

SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, NA=Not Applicable

- | | | | | | |
|---|----|---|---|----|----|
| 1. The public has been kept informed about the gifted and talented program. | SA | A | D | SD | NA |
| 2. When requested, the school provides me with G/T program information in a clear, concise manner. | SA | A | D | SD | NA |
| 3. I am aware of the job descriptions for G/T coordinators and teachers. | SA | A | D | SD | NA |
| 4. I have been informed of the district's plan for evaluation of the gifted and talented program. | SA | A | D | SD | NA |
| 5. The administrators and staff of the gifted and talented program have used evaluation data to revise program options for gifted students. | SA | A | D | SD | NA |
| 6. State standards mandate that advanced content courses be on student transcripts. Is our school district in compliance with this mandate? | SA | A | D | SD | NA |

7. In what ways would you suggest we might improve public information concerning the gifted program?

8. What concerns and/or comments do you have concerning the gifted program?

Questionnaire to assess the Administrators and G/T Staff concerning the Gifted and Talented Program.

Please circle your response according to the following key:

SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, NA=Not Applicable

Community Involvement

- | | | | | | |
|---|----|---|---|----|----|
| 1. A community awareness campaign has been designed and implemented. | SA | A | D | SD | NA |
| 2. Parents and community members are informed at least annually of the program opportunities for G/T students and have the opportunity to ask questions and make suggestions concerning them. | SA | A | D | SD | NA |
| 3. Parents and community members are included on the advisory council. | SA | A | D | SD | NA |

Staff Development

- | | | | | | |
|--|----|---|---|----|----|
| 1. There is a written plan for staff development. | SA | A | D | SD | NA |
| 2. School board members and school staff have opportunities to increase knowledge of the education of gifted and talented students on an on-going basis. | SA | A | D | SD | NA |

Personnel

- | | | | | | |
|---|----|---|---|----|----|
| 1. Persons who plan, implement, and/or teach in the G/T program hold current Arkansas teaching certificates and attain 18 graduate hours in gifted and talented education. | SA | A | D | SD | NA |
| 2. There is a written description of the process of teacher selection. | SA | A | D | SD | NA |
| 3. Job descriptions have been developed for coordinators and teachers of the gifted. | SA | A | D | SD | NA |
| 4. Regularly scheduled time is provided for the teacher of the gifted to perform duties other than direct services to identified students.
(The equivalent of five periods per week is recommended.) | SA | A | D | SD | NA |

Identification

1. Nominations are sought from a variety of sources.	SA	A	D	SD	NA
2. Data have been collected (on nominated students) to aid in making decisions for selection of students who are in need of the program.	SA	A	D	SD	NA
3. Placement is made in an appropriate program option.	SA	A	D	SD	NA
4. Identification procedures are clearly stated, uniformly implemented, and communicated.	SA	A	D	SD	NA
5. A committee chaired by a trained specialist in gifted education and including administrators, teachers, and/or counselors collects and analyzes data, maintains appropriate records, and makes professional decisions on placement of students.	SA	A	D	SD	NA
6. The identification process yields information obtained through a variety of procedures and from many independent sources.	SA	A	D	SD	NA
7. Student placement decisions are based on multiple criteria. No single criteria or cut-off score is used to exclude a student from placement.	SA	A	D	SD	NA
8. Instruments and procedures used in the identification process are non-discriminatory.	SA	A	D	SD	NA
9. Parents are informed of the criteria for placement in the G/T program.	SA	A	D	SD	NA
10. Parents grant permission for individual testing.	SA	A	D	SD	NA
11. Parents give written permission for child's participation in the program.	SA	A	D	SD	NA
12. Parents may appeal a placement decision.	SA	A	D	SD	NA
13. Opportunities are provided for students to be considered for placement in the G/T program throughout their school experience.	SA	A	D	SD	NA
14. Student placement in the program is reviewed annually.	SA	A	D	SD	NA
15. Written policies for exiting from the program have been developed and implemented.	SA	A	D	SD	NA
16. Records of placement decisions and data on all nominated students are kept on file for a minimum of five years.	SA	A	D	SD	NA

Program Options

1. The program has been systematically developed with long range goals.	SA	A	D	SD	NA
2. A table of organization has been developed which delineates roles, responsibilities and resources of the district.	SA	A	D	SD	NA
3. Students' placement in program options is based on their abilities, needs and interest, and resources of the district.	SA	A	D	SD	NA
4. Administration arrangements are used which promote interaction among gifted students and both their intellectual and chronological peers.	SA	A	D	SD	NA

Curriculum

1. Curriculum for the gifted extends or replaces the regular curriculum.	SA	A	D	SD	NA
2. Curriculum is differentiated in content, process, and/or product.	SA	A	D	SD	NA
3. Curriculum has scope and sequence based on frameworks to assure continuity.	SA	A	D	SD	NA
4. Guidelines for evaluation of materials and resources for the gifted have been established and used in selecting those appropriate for differentiated learning.	SA	A	D	SD	NA

Evaluation

1. The evaluation process provides accurate, timely and relevant information to decision-makers for improving program options.	SA	A	D	SD	NA
2. A plan for evaluation has been developed.	SA	A	D	SD	NA
3. All components of the program are evaluated (these include identification, staff development, program options, curriculum, community involvement, evaluation, and personnel).	SA	A	D	SD	NA
4. Data for evaluation have been obtained from a variety of instruments, procedures, and audiences.	SA	A	D	SD	NA
5. Evaluation findings are to be compiled, analyzed, and communicated to appropriate audiences.	SA	A	D	SD	NA
6. Student progress is assessed with attention to mastery of content, higher level thinking skills, creativity, and affective growth.	SA	A	D	SD	NA

Student Evaluation Form for Grades 3-6

1. Do you feel that the Sloan-Hendrix Gifted and Talented Program has helped you? _____

2. If so, how?

3. What kinds of things have you done in the program that you have not done in your regular classroom?

4. What are some things you like about the Sloan-Hendrix Gifted and Talented program?

5. If you could change some things about the program, what would you change?

6. Circle the things you have worked on or done in the program this year.

- | | |
|--|---|
| a. flexible thinking | h. doing things that interest you |
| b. fluent thinking | i. finding out what it means to be gifted |
| c. original thinking | j. discussing how to deal with being gifted |
| d. risk taking | k. discussing things and doing activities
with gifted classmates |
| e. solving problems or making decisions | |
| f. talking about/finding out how <u>you</u> learn best | |
| g. finding things that interest you | |

Option Form Semester Update
Grades 7 through 12

Complete the following form. Explanations should be full and well thought out.

I chose _____ under _____ as my secondary content (including AP) area study. I have successfully completed _____ differentiated assignments.

I feel that my secondary content (including AP) work (has, has not) been productive because

I chose _____ as my independent study project at the beginning of the year. I (have, have not) made progress on this project. I (expect, do not expect) to complete the project.

I feel that my independent study project (has been, has not been) beneficial to me because

I chose to participate in Quiz Bowl, Chess Team, Other _____ (please specify) as part of my gifted programming. I feel that my participation in this option (was, was not) beneficial to me because

I participated in _____ enrichment and enhancement field trips this year. I feel these trips (were, were not) beneficial to me because

I feel that my gifted programming could be improved by

(Signature)

(Date)

ACADEMY OPTION FORM
Grades 7 through 12

The Gifted and Talented Academy of Sloan-Hendrix High School offers a number of programming options to its students in grades 7 through 12. Those options include Secondary Content programming (including several Advanced Placement classes), Independent Study project, Quiz Bowl, and mentoring. Students are also encouraged to apply for special programs available outside the school environment such as A.E.G.I.S. programs (grade level specific) and the Arkansas Governor's School (rising Seniors). Other opportunities for students arise throughout the school year. The program makes every effort to help students take advantage of these programs. Under certain circumstances cultural and educational activities that are extracurricular can satisfy program expectations.

I _____ do, _____ do not wish to participate in the gifted and talented program this year.

SECONDARY CONTENT

As my secondary content area for this year, I choose

_____ English Teacher _____

_____ History Teacher _____

_____ Math Teacher _____

_____ Science Teacher _____

INDEPENDENT STUDY

This year as my Independent Study area, I want to learn about

_____.

GOVERNOR'S SCHOOL (JUNIORS ONLY)

I _____ am, _____ am not interested in attending Governor's School next summer.

AEGIS PROGRAMS

I _____ would, _____ would not be interested in hearing more about the AEGIS programs when information becomes available (usually in February).

EXTRACURRICULAR ACTIVITIES

I would like to have the following activity considered as my gifted programming for this year:

_____.

(Student's signature)

(Date)

Extracurricular activity _____ approved, _____ not approved

Teacher Evaluation of Student

Student's Name: _____

Teacher's Name: _____

Date: _____

Circle rating from 5 (good) to 1 (poor)

Participates in class (discussions and doing activities)	5	4	3	2	1
Maintains work in regular classroom	5	4	3	2	1
Attitude	5	4	3	2	1
Does work well (quality and neatly)	5	4	3	2	1
Cooperates with students in G/T class	5	4	3	2	1
Cooperates with teacher	5	4	3	2	1
Cooperates with students in regular classroom	5	4	3	2	1
Listens attentively	5	4	3	2	1
Self-confidence	5	4	3	2	1
Flexible in thinking	5	4	3	2	1
Fluent in thinking	5	4	3	2	1
Takes risks	5	4	3	2	1
Solves problems/makes decisions easily	5	4	3	2	1
Finds things that interest him/her	5	4	3	2	1
Does things that interest him/her	5	4	3	2	1
Knows what it means to be gifted	5	4	3	2	1
Has improved in capabilities in various work areas	5	4	3	2	1
Creative	5	4	3	2	1
Utilizes convergent/divergent problem solving	5	4	3	2	1

TOTAL POSSIBLE SCORE=100

Should remain in G/T program next year	Yes	No	Review
--	-----	----	--------

ADOPTED FROM MATERIAL PREPARED BY SHARON PARSLEY FOR STRAWBERRY PUBLIC SCHOOLS

THE ACADEMY NINE WEEK REPORT

STUDENT _____ GRADING PERIOD _____

1=Needs improvement 5=Excellence

The student

- completes short-term and long-term tasks in a reasonable amount of time. 1 2 3 4 5
- shows good organizational skills. 1 2 3 4 5
- is accurate and thorough when gathering information. 1 2 3 4 5
- sets realistic goals. 1 2 3 4 5
- demonstrates originality. 1 2 3 4 5
- is able to generate many different ideas 1 2 3 4 5.
- uses analytical thinking skills. 1 2 3 4 5
- is able to evaluate situations, products, and information. 1 2 3 4 5
- is open to suggestions. 1 2 3 4 5
- enjoys challenging activities. 1 2 3 4 5
- understands and respects individual differences. 1 2 3 4 5
- respects the ideas, rights, and properties of others. 1 2 3 4 5
- is responsible with supplies and classroom equipment. 1 2 3 4 5
- displays self-control. 1 2 3 4 5

ACTIVITIES: _____

COMMENTS: _____

Melanie Stephens, Elementary Facilitator

Date

SLOAN-HENDRIX SCHOOLS GIFTED AND TALENTED
CURRICULUM PROGRESS REPORT

Name: _____ Curriculum Category _____
 Date: Start _____ Completed- _____
 Product (if any): _____
 Curriculum Objective(s): _____

Rating Scale: 5=High, 1=Low

Task Analysis:	Rating:					
_____	5	4	3	2	1	
_____	5	4	3	2	1	
_____	5	4	3	2	1	
_____	5	4	3	2	1	
_____	5	4	3	2	1	
_____	5	4	3	2	1	
_____	5	4	3	2	1	
_____	5	4	3	2	1	
_____	5	4	3	2	1	
_____	5	4	3	2	1	
_____	5	4	3	2	1	
_____	5	4	3	2	1	
_____	5	4	3	2	1	
_____	5	4	3	2	1	

Total Score (5 x each Task Item) _____ Actual Score (Sum) _____

Other Comments: _____

Product Score: Superior Excellent Good Fair Average Poor Redo
 Reason for Poor or Redo _____

