

ARKANSAS DEPARTMENT OF EDUCATION GIFTED/TALENTED TECHNICAL ASSISTANCE VISIT GUIDE

LEA# _____ District _____ ESC _____ Date _____

Superintendent _____ G/T Coordinator _____

Data Center Enrollment Information <https://adedata.arkansas.gov/statewide/>

Evidence verifying compliance with standards should be kept on file and available for review during technical assistance visits. Evidence of Compliance Indicators may be digital.

4.00 COMMUNITY INVOLVEMENT: GT Program Approval Standards (PAS) p. 12

Standard	Y	N	Compliance Indicators	Comments
4.01 Ongoing opportunities for community awareness and involvement are provided.			Newspaper clippings, copies of letters to parents, meeting agendas and handouts, brochure/handbook, describing gifted program, newsletters, column in local/school publication, radio/TV spots, PowerPoint Presentations, District/building websites	
4.02 Parent and community members are informed annually of the program opportunities for gifted and talented students, and have the opportunity to ask questions and make suggestions.			Meeting agenda(s) and/or announcements, Sign-in Sheets/Rosters	
4.03 Parents and other community members are included on an advisory committee for gifted education that meets annually.			List of members, minutes of meetings, meeting agendas, and names of those in attendance	

5.00 STAFF DEVELOPMENT (GT PAS p. 13)

Standard	Y	N	Compliance Indicators	Comments
5.01 There is a written plan for gifted talented staff development specific to the needs of gifted students that includes all faculty, when appropriate, based on local educational needs of gifted students.			Plan	
5.02 Opportunities to increase knowledge of the education of gifted and talented students are provided for continuing and new school board members, school and district administrators, teachers, and support staff on a continuing and regular basis.			Meeting attendance rosters and programs	
			AP, Pre-AP, & Secondary Content Training Certificates	
			Talents Unlimited Training Certificates if applicable	

6.00 PERSONNEL (GT PAS p. 14-16)

Standard	Y	N	Compliance Indicators	Comments
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6.04 A <u>process for selection</u> of administrators/ coordinators and teachers of the gifted are clearly defined and established.			Policy and/or procedures	
6.05 <u>Job descriptions</u> are developed for administrators/coordinators and teachers of the gifted.			Job description(s)	
6.06 Regularly scheduled time is provided for administrators/coordinators and teachers of the gifted who perform <u>administrative duties</u> beyond direct services to identified students			Schedule	

7.00 IDENTIFICATION (GT PAS pp. 17-19)

Standard	Y	N	Compliance Indicators	Comments
7.01 The <u>process for identifying</u> students has several stages.			Nomination procedures	
			Data collection	
			Placement	
7.02 Identification procedures are clearly stated, uniformly implemented, and <u>communicated</u> to the entire school staff.			Identification procedures (including how procedures are communicated)	
7.03 A <u>committee</u> of at least five members 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. This committee can be per campus within the district and/or district level with representatives of each campus involved.			List of members (including professional titles)	
7.04 The identification process yields information obtained through a <u>variety of procedures</u> and from multiple independent sources.			Procedures include 2 objective measures, #8, p17	
			Procedures include 2 subjective measures, #8, p17	
			Procedures include use of a measure that assesses creativity, #8, p17	
			Procedures include solicitation of information from multiple sources	
7.05 Student placement decisions are based on <u>multiple criteria</u> . No single criterion or cut-off			Procedures include assurance that no single criterion is used to either include or exclude a student	

score is used to include or exclude a student.									
		Student Files (May be electronic)	1	2	3	4	5		
		Nomination							
		Permission to Test							
		Case Study or Summary or Profile							
		- 2 Objective Measures Standardized mental ability test Standardized achievement test Test of creative ability							
		- 2 Subjective Measures Whole Group Enrichment data Behavioral checklists (Parent and/or teacher) Rating scales (i.e. HOPE Scale) Evaluations of products Student interviews Biographical inventories Grades Auditions							
		- Creativity Measure included							
		- Placement recommendation							
		Committee Roles & Signatures/Initials							
		Permission to Participate							
7.06 Procedures used in the identification process are <u>non-discriminatory</u> with respect to race, cultural or economic background, religion, national origin, sex, or handicapping condition.		Procedures include methods/measures that are non-discriminatory							
7.07 <u>Instructionally useful information</u> about individual students obtained during the identification process is communicated to the instructional staff regardless of final placement decisions.		Identification procedures include procedures for dissemination of instructionally useful information about individual students							
7.08 Written identification and placement procedures include <u>parental involvement</u> .		Identification procedures include permission to test							
		Identification procedures include methods to inform parents on criteria for placement							
		Identification procedures include permission to participate							
		Identification procedures include appeals procedures (7.03, 7.05, requirements from item 8 on pages 17-18)							
7.09 Identification of gifted/talented students is an <u>ongoing process</u> extending from school entry through grade 12.		Procedures include opportunity for consideration of placement at any time							
		Procedures include annual review of placement							
		Exit Procedures-Exits are placement decisions-must meet 7.03 and 7.05, and refer to #8, p17-18; Parent requested exits-refer to #11, p18; if parents want child exited, that is equivalent to them denying permission to participate							
		Procedures include proper maintenance of placement decisions and data on all nominated students (for at							

			least five years or for as long as needed for educational decisions, and appropriate confidential destruction of records)	
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8.00 PROGRAM OPTIONS (GT PAS pp. 20-25)

Standard	Y	N	Compliance Indicators	Comments
8.01 <i>Program is systematically developed, with long range goals that are coordinated to guide the development of gifted students from the time they are identified through graduation from high school.</i>			Written program goals	
8.02 A table of organization is developed which clearly delineates roles, responsibilities, and coordination procedures.			Table of organization	
8.03 Identified students' placement in program options is based on their abilities, needs, interests, and resources of the district.			Student identification/assessment data – Profile sheets indicated placement, outline of program options	
8.04 Administrative arrangements are used which promote interaction among gifted students and both their intellectual and chronological peers.			Schedule	
8.05 A minimum of 150 minutes a week direct instruction must be provided during the regular school day.			Program Schedule	
<i>Pgs. 21-24 outline documentation required for each program option. This must be available for the options used to meet the 150 min requirement.</i>			Whole Group Enrichment-portfolio and/or management plan that maintains and documents student actions/responses (p22)	
			Secondary Content-Quarterly Documentation of Differentiation (p21)	
			Special Classes (PreAP, honors, advanced, etc.) Documentation (p23)	
			Mentorship Documentation (p24)	
			Consultant Teacher-Management Plan (p21)	
			Instruction Through Technology, Quarterly Differentiation Documentation (p22)	

9.00 CURRICULUM (GT PAS p. 26)

Standard	Y	N	Compliance Indicators	Comments
9.01 Curriculum for the gifted extends or replaces the regular curriculum.			Written curriculum description	
9.02 Curriculum is differentiated in content, process, and/or product.			Written curriculum description	
9.03 Curriculum has			Scope and sequence	

scope and sequence to assure continuity.				
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10.00 EVALUATION (GT PAS pp. 27-29)

Standard	Y	N	Compliance Indicators	Comments
10.01 – <i>The evaluation process provides accurate, timely, and relevant information to decision-makers for improving program options offered gifted students.</i>			Written evaluation plan	
10.02 – <i>The plan for evaluation is based on program objectives.</i>			Written evaluation plan	
10.03 – <i>All components of the gifted/talented program are evaluated annually: identification, staff development, program options, program goals and objectives, curriculum, community involvement, program expenditures, and the evaluation process/plan.</i>			Written evaluation plan and/or instruments including all components: _____ Identification _____ Staff Development _____ Program Options _____ Program Goals and Objectives _____ Curriculum _____ Community Involvement _____ Program expenditures _____ Evaluation Process/Plan	
10.04 – <i>Data for evaluation are obtained from a variety of instruments, procedures, and information sources.</i>			Examples of evaluation instruments/forms	
10.06 – <i>Student progress is assessed, with attention to mastery of content, higher level thinking skills, creativity, and affective growth.</i>			Policy for student evaluation Example of report if one is used	
10.07 – <i>Participation in the gifted program is noted on student transcripts and permanent records.</i>			Policy for student evaluation	

Program Changes:

Strengths:

Visits:

Compliance Issues:

Exit Conference Attendees:

Recommendations: