

ARKANSAS DEPARTMENT OF EDUCATION GIFTED/TALENTED TECHNICAL ASSISTANCE VISIT GUIDE

(Completed by ADE Program Advisor)
Revised May 2016

LEA# _____ District _____ ESC _____ Date _____

Superintendent _____ G/T Coordinator _____

AP Coordinator _____ ADE Advisor _____

Data Center Enrollment Information –

<https://adedata.arkansas.gov/statewide/>

Initial submission of online GT Program Approval Application must occur at least three weeks prior to visit. Items in yellow are included as part of the online GT Program Approval Application.

Compliance Indicators Reviewed On-Site

4.0 COMMUNITY INVOLVEMENT (PAS p. 11)

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/handouts 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	

5.0 STAFF DEVELOPMENT (PAS p. 12)

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			Meeting attendance rosters and programs AP, Pre-AP, & Secondary Content Training Certificates	

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.			Talents Unlimited Training Certificates if applicable	
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6.00 PERSONNEL (PAS p. 13-15)

Standard	Y	N	Compliance Indicators	Comments
6.01 Persons who teach identified students in homogeneous groups must hold current AR initial or standard teaching licensure, pass appropriate state approved assessments, and meet performance standards as set by the State Board of Education through the ADE Professional Licensure Department for add-on endorsement in gifted ed.			License or verification of license through submission of list of teachers along with last four of social security numbers for each serving gifted students in homogeneous groups	
6.02 Persons who coordinate a program for gifted students kindergarten through grade twelve must hold current AR teaching licensure, pass appropriate state approved assessments and meet performance standards as set by the State Board of Education through the ADE, Professional Licensure Department for add-on endorsement in gifted ed.			License or verification of license through submission of list of teachers along with last four of social security numbers for each serving gifted students in homogeneous groups	
6.03 Persons who administer a program kindergarten through grade twelve must hold current AR licensure, pass appropriate state approved assessments, and meet performance standards as set by the State Board of Education through the ADE, Professional Licensure Department for add-on endorsement in gifted ed.			License or verification of license through submission of list of teachers along with last four of social security numbers for each serving gifted students in homogeneous groups	
6.04 A process for selection of administrators/ coordinators and teachers of the gifted are clearly defined and established.			Policy and/or procedures	
6.05 Job descriptions are			Job description(s)	

developed for administrators/coordinators and teachers of the gifted.				
6.06 Regularly scheduled time is provided for administrators/coordinators and teachers of the gifted who perform administrative duties beyond direct services to identified students.			Schedule	

7.00 IDENTIFICATION (PAS pp. 16-18)

Standard	Y	N	Compliance Indicators	Comments				
7.01 The process for identifying students has several stages.			Nomination procedures					
			Data collection					
			Placement					
7.02 Identification procedures are clearly stated, uniformly implemented, and communicated to the entire school staff.			Identification procedures (including how procedures are communicated)					
7.03 A committee 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 variety of procedures and from multiple independent sources.			Procedures include 2 objective measures					
			Procedures include 2 subjective measures					
			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 multiple criteria . No single criterion or cut-off score is used to include or exclude a student.			Procedures include assurance that no single criterion is used to either 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 non-discriminatory 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 Instructionally useful information 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 parental involvement .			Identification procedures include permission to test	
			Identification procedures include methods to inform parents on criteria for placement	
			Identification procedures include permission to participate	
7.09 Identification of gifted/talented students is an ongoing process extending from school entry through grade 12.			Identification procedures include appeals procedures (must meet ID procedures standards)	
			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, 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 files (for at least five years and appropriate confidential destruction of records)		

8.00 PROGRAM OPTIONS (PAS pp. 19-24)

Standard	Y	N	Compliance Indicators	Comments
8.01 Program is systematically developed , with long range			Written program goals	

goals that are coordinated to guide the development of gifted students from the time they are identified through graduation from high school.				
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 for Resource Room, Options for each grade level as listed on Program Approval Application	
Pgs. 21-24 outline documentation required for each program option. This must be available for the options used to meet the 150 min requirement.			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 (PAS P. 25)

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.			Content (depth, pace, kind) Process (creativity, thinking skills) Product (audience)	
9.03 Curriculum has scope and sequence to assure continuity.			Scope and sequence	

10.00 EVALUATION (PAS pp. 26-28)

Standard	Y	N	Compliance Indicators	Comments
10.01 – The evaluation process provides accurate, timely,			Written evaluation plan	

and relevant information to decision-makers for improving program options offered gifted students.			
10.02 – The plan for evaluation is based on program objectives .			Written evaluation plan
10.03 – 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.			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 – Data for evaluation are obtained from a variety of instruments , procedures, and information sources.			Examples of evaluation instruments/forms
10.05 – Evaluation findings are compiled, analyzed, and communicated to ADE – OGT and appropriate audiences.			Written evaluation plan including how report is disseminated
10.06 – Student progress is assessed, with attention to mastery of content, higher level thinking skills, creativity, and affective growth.			Policy for student evaluation Example of report if one is used
10.07 – Participation in the gifted program is noted on student transcripts and permanent records.			Policy for student evaluation

Online Program Approval Application Comments:

Program Changes:

Strengths:

Visits:

Compliance Issues:

Exit Conference Attendees:

Recommendations: