

ARKANSAS DEPARTMENT OF EDUCATION

Gifted & Talented Technical Assistance Visit Guide

LEA # _____ District _____ ESC _____ Date _____

Superintendent _____ G/T Coordinator _____

AP Coordinator _____ ADE Coordinator _____

Data Center Enrollment Information –

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

Compliance Indicators to be submitted (uploaded) as part of the online GT Approval Application
at least one month prior to Monitoring visit
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 education of gifted and talented students are			Meeting attendance rosters and programs	
			AP, Pre-AP, & Secondary Content Training Certificates	
			Talents Unlimited Training Certificates if applicable	

provided for continuing and new school board members, school and district administrators, teachers, and support staff on a continuing and regular basis.				
--	--	--	--	--

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 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 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 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 developed for administrators/coordinators			Job description(s)	

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 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	1	2	3	4	5
Nomination					
Permission to Test					
Summary/Profile Sheet of Data					
- 2 Objective Measures					
- 2 Subjective Measures					
- Creativity Measure					
- Placement recommendation					
- Committee Initials/Signatures					
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; Parent requested exits- refer to number 11 on pg 18, 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)	

8.00 PROGRAM OPTIONS (PAS pp. 19-24)

Standard	Y	N	Compliance Indicators	Comments
8.01 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.			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 assessment data – Profile sheets indicated placement, outline of program options	
8.04 Administrative arrangements are used which			Schedule	

promote interaction among gifted students and both their intellectual and chronological peers.				
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(p21)	
			Special Classes (PreAP, honors, advanced, etc.) Documentation(p23)	
			Mentorship Documentation(p24)	
			Consultant Teacher-Management Plan(p21)	

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, and relevant information to decision-makers for improving program options offered gifted students.			Written evaluation plan	
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: <input type="checkbox"/> Identification <input type="checkbox"/> Staff Development <input type="checkbox"/> Program Options <input type="checkbox"/> Program Goals and Objectives <input type="checkbox"/> Curriculum <input type="checkbox"/> Community Involvement <input type="checkbox"/> Program expenditures <input type="checkbox"/> Evaluation Process/Plan	

<p>10.04 – Data for evaluation are obtained from a variety of instruments, procedures, and information sources.</p>		<p>Examples of evaluation instruments/forms</p>	
<p>10.05 – Evaluation findings are compiled, analyzed, and communicated to ADE – OGT and appropriate audiences.</p>		<p>Written evaluation plan including how report is disseminated</p>	
<p>10.06 – Student progress is assessed, with attention to mastery of content, higher level thinking skills, creativity, and affective growth.</p>		<p>Policy for student evaluation Example of report if one is used</p>	
<p>10.07 – Participation in the gifted program is noted on student transcripts and permanent records.</p>		<p>Policy for student evaluation</p>	

K-12 Program Overview:

Strengths:

Visits:

Compliance Issues:

Recommendations: