Mountain Home Public Schools

Gifted and Talented Education
GATE
Procedures

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Edited: November 2016

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Overview of Program

"Failure to help the gifted child is a social tragedy, the extent of which is difficult to measure but which is surely great. How can we measure the sonata unwritten, the curative drug undiscovered, and the absence of political insight? They are in the difference between what we are and what we could be as a society."

James J. Gallagher

It has been the purpose of the GATE Handbook is to provide a working set of guidelines to direct the Mountain Home Public School (MHPS) system in serving identified gifted students. These guidelines were developed after studying current research by experts in the field of gifted education. The guidelines represent a continuing commitment on the part of the Mountain Home Public School system to foster the development of each student's unique potential by providing acceleration and enrichment through differentiated services.

Vision

Our vision is to be an exemplary gifted program, to advocate for and meet the needs of each child, and to inspire students in the Mountain Home Public School System.

Program Goals

The Gifted and Talented Education (GATE) 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.

To better meet the needs of Mountain Home Public School Gifted and Talented population, the GATE Curriculum Scope and Sequence serves as the long range goal and was developed through a collaborative ongoing effort of the MHPS GATE Faculty and Staff.

Students

The focus of an exemplary gifted program is on the individual student and the development of individual strengths. Mountain Home gifted students display eagerness to:

- Explore their talents, interests and ability areas
- Develop skills and abilities supporting lifelong learning
- Recognize, accept and celebrate the differences among individuals
- Express personal responsibility and caring toward peers, adults, community and self
- Grow in awareness of the potential to use their talents to make a positive contribution to the world

Culture

An exemplary gifted program provides a safe, inviting, and motivating climate that enables students to express their learning interests, styles and passions and to reach their full potential.

The GATE program provides:

- Open communication among students, staff, administrators and parents
- Recognition and celebration of individual and group effort and achievement
- High levels of participation in problem-solving and decision-making
- Ongoing support and encouragement for development of each student and staff member

Curriculum and Instruction

An exemplary gifted program provides students with a rigorous curriculum that is accelerated, personalized and differentiated in order to maximize each student's unique gifts and talents. Success of effective curriculum and instruction is evident when a GATE student has synthesized skills and is able to:

-Think critically
-Solve problems
-Impact the community and world in positive ways
-Demonstrate responsible behavior while working as an individual, a productive team member and an effective leader
-Communicate effectively in multiple settings and to a variety of audiences

Characteristics of Gifted Children

-Gifted students are unique and are as different from one another as they are from the population as a whole.
-Gifted children may exhibit uneven development in intellectual, emotional and physical domains
-Gifted children have potential that is extraordinary and idiosyncratic
-Gifted students are generally not gifted in all areas and may not be "straight-A" students
-Gifted students exist in all cultural groups, within all economic levels, among populations with other special needs and in all areas of human endeavor.
-Gifted students may be twice exceptional, having gifts as well as disabilities
-Gifted students evidence different characteristics depending on their cultural, educational and economic backgrounds
-Gifted students learn differently and require special educational experiences in order to grow academically and achieve their highest potential.
-Gifted students need instruction tailored to their unique abilities, interests and learning styles
-Gifted students need academically challenging curriculum that is both accelerated and enriched
-Gifted students need to explore many fields of study, to "fall in love" with ideas and to study subjects in depth
-Gifted students need to engage in learning that requires persistence and task commitment
-Gifted students need the opportunity to use and develop their creativity
-Gifted students, because of heightened intellectual and social-emotional intensities, need support and encouragement from individuals who recognize, validate and nurture their giftedness.
-Gifted students are a special needs population and can be "at risk"
-Gifted students benefit from the expertise of both specifically trained classroom teachers and

licensed gifted education teachers
-Gifted students benefit from contact with intellectual peers and mentors
-Gifted students benefit from parents who help them achieve meaningful social, emotional and academic goals

Although the following characteristics generally describe academically gifted children, not all of these characteristics may be present in each child.

-Learns rapidly and easily and retains and uses what is heard or read without appearing to need much drill
-Has an advanced vocabulary
-Thinks clearly, recognizes implied relationships, comprehends meanings, accurately generalizes and thinks abstractly
-Is intellectually curious and investigative, asking penetrating and searching questions
-Is independent, individualistic and self-sufficient
-Produces original or unusual ideas or products
-Has a long attention span in his area of interest
-Prefers complex ideas
-Demonstrates proficiency in basic skills beyond their grade level
-Has many and varied interests
-Is more aware of national and world problems and events than his peers
-Sees the relationship of self to the immediate world

Realistic Expectations in the Regular Classroom
It is realistic to expect…

-Gifted children to have learning strengths and weaknesses as do all children
-The balance between the emotional and the intellectual to be uneven-especially for the primary child. Emotionally the child may be age six but age eleven intellectually
-A certain percentage to be unmotivated and dissatisfied with their school experiences. According to national figures 20% of high school dropouts are gifted
-Classroom work to be average or above average, unless they are working at their instructional level. If they are working at their instructional level, they should be doing above average or better work
-The child will learn for learning's sake rather than to learn merely for someone else's standards
-The intellectually gifted to be avid readers
-Gifted children dislike drill and repetition, will rush through that type of work and make numerous mistakes
-Some of them will be perfectionists. Assignments may be handed in late or not at all, because the final results of his work may not please the student. This often makes gifted students anxious and inhibits them from trying anything new
-These students set unrealistic goals for themselves. They expect an extreme amount from themselves. Everyone else expects them to achieve the unachievable; things do not get

completed
-These students may have unusual hobbies and projects outside of school. It is realistic for them to consider these activities far more important than homework assignments
-These students need to be children first and gifted second
-These students need instruction in areas of weakness
-Need an opportunity to learn in areas of strength

Unrealistic Expectations in the Regular Classroom
It is unrealistic to....

-Expect the intellectually gifted to be enthusiastic about drill and repetition.
-Expect the gifted to excel in every subject.
-Expect them to do their best work that is too easy or that they already know.
-Expect them to make the best grades. Grades reflect the completion of assigned tasks, not cognitive ability

Community Involvement

Opportunities to increase knowledge of the education of gifted and talented students are provided through annual reports to the public, community programs, parent center resources, auxiliary programs and the parent advisory council.

The GATE program provides opportunities for parental and community involvement through the designation of a GATE parent representative. The parent representative remains current by attending GATE meetings on program options, curriculum and identification procedures. The representative attends two GATE Advisory Council meetings per year, one per semester. The representative is available to parents of GATE students and community members to answer questions about the status of the program and bring concerns to the GATE Advisory Council meetings. Parents and community members are informed annually of the program opportunities for gifted and talented students and are given the opportunity to ask questions and provide input.

Staff Development

Ongoing staff development is provided in gifted and talented education to certified gifted and talented teachers as well as certified teachers. The GATE teachers are able to attend state level training as well as local training specific to the students' needs, curriculum, instruction, and programming.

The GATE teachers and/or coordinator facilitate staff development and provide resources to district certified teachers through presentations, one to one collaboration, and availability of resources.

Stakeholder Knowledge

Opportunities to increase knowledge of the education of gifted and talented students are provided for school board members, school and district administrators, teachers and support staff on a continuing and regular basis through meetings, in-service and resource availability.

Request Form for Gifted Education Assistance

Forms are available for regular classroom teachers (K-12) needing additional information on helping the gifted learner in the regular classroom. This form may be filled out and turned in to Director of Programs (see Appendix).

Identification Process and Procedures Overview

The identification procedures for the GATE program were developed in accordance with the Arkansas Department of Education Program Approval Standards. We meet or exceed the rules and regulations set forth by the Arkansas Department of Education.

Instruments and procedures used in this process are non-discriminatory with respect to race, cultural or economic background, religion, national origin, gender or handicapping condition.

Identification of students for our GATE program consists of school-wide screening, nomination, assessment and placement.

Screening

Standardized test scores are reviewed for the whole population annually.

Nomination

The guiding principles of the nomination process are as follows:

A. Each student (grades K-12) will be allowed the opportunity for consideration into the GATE program on an ongoing basis (7.09 G/T Standards).
B. Special efforts will be made to ensure the adequate representation of minority, socio-economic status, underachieving, culturally diverse, as well as, creative students.
C. Nominations may be made by parents or other family members, teachers, counselors, administrators, community members, peers or the student themselves.

D. Students new to the district that were formerly placed in a G/T program in another district will be retested if the testing data is more than two years old, or if different from the Mountain Home GATE Program testing.
E. Students that transfer will only be provisionally placed in the program if the same or similar test measures were used. Otherwise, the transfer will be brought before the G/T Placement Committee before being placed in the program.
F. If a student has been referred and has already been tested for the program, testing data will be used if the data is two years old or less. If testing data is more than two years old, the child will be retested for consideration.

Windows of Nomination

The nomination window is as follows:

We accept nominations throughout the school year. The placement committee meets as needed to make placement decisions.

Assessment

The assessment process consists of collecting and compiling data on students to facilitate decision-making for the placement of students in need of gifted education services.

Parental consent in writing of individual testing is required before any assessment can begin. Parents will be sent a letter from central office along with a brochure about the GATE Program.

A procedure for placement decisions based on multi-criteria, including both objective and subjective data, with the stipulation that no single criterion or cut-off score is used to include or exclude a student.

Data collected will consist of at least two (2) objective assessment methods, and at least two (2) subjective assessment methods. Data may include the following:

Objective assessments

a) KBIT2 (standardized mental ability test)
b) Standardized achievement test
c) SAGES-2 (standardized student ability indicator)
d) Naglieri (standardized student ability for diverse populations)
e) Torrance Tests of Creative Thinking (standardized creativity test)

Subjective assessments

a) GATES (parent and/or teacher)
b) Cumulative records/grades
c) Teacher Input
d) Student portfolio (i.e.: products, samples or projects)

Confidentiality of all student records is assured.

Placement

The placement decision will be made by a placement committee after consideration of the following three criteria:

1. The student's individual educational needs
2. The student's potential benefit from participation in the program
3. The student's performance on the assessment instruments

A PLACEMENT COMMITTEE comprised of at least five members of the following personnel will make the final decision:

a) Specialist(s) in gifted education
b) Regular classroom teacher
c) Counselor
d) Administrator
e) GATE Director

The PLACEMENT COMMITTEE will utilize all the accumulated information available on each student. Any additional information requested by the committee will be obtained as soon as possible. (No one item will be considered a decisive factor in the placement of a student in the GATE program)
The PLACEMENT COMMITTEE, after due consideration, will determine each child's status. The committee has three options to consider.

1. Placing the student
2. Provisional placement (reviewed at the end of the semester)
3. No placement at this time, the student will remain in the regular classroom.

Parents give written permission for child's participation in gifted program.

PLACEMENT COMMITTEE PROCEDURES

Placement committees use the "blind" case study approach for the review and placement of students. Student names are withheld during the screening process. No single piece of information automatically ensures placement (or non-placement) in the program. Teacher ratings or student products, for example, may override low standardized test scores. Conversely, good normative test scores might outweigh negative teacher ratings. The quality of the program must be protected by limiting participation, but a sincere attempt will be made to assure that every child who needs the program is considered.

The committee considers standards put in place by the State and National Gifted Association. Examples are as follows:

- Standardized Mental Ability Test score high or superior range
- Standardized Achievement Tests majority in 95th percentile or better
- School Ability Indicator 95th percentile or better
- Creativity Assessment should be 90th percentile or better

The student whom we seek to identify exhibits, or has the potential to exhibit, giftedness in the academic, intellectual and creative/productive thinking realms.

DISSEMINATION OF INFORMATION

Instructionally useful information about individual students obtained during the identification process is communicated to the appropriate members of the instructional staff regardless of final placement. When the GATE Teacher and regular classroom teacher discuss student information, the GATE Teacher will document the conference in the student's GATE Records. IQ scores are to be kept confidential.

TRANSFER OF GIFTED LEARNERS INTO MOUNTAIN HOME PUBLIC SCHOOLS

Students entering the Mountain Home Public Schools who have been identified and placed in a gifted program in another accredited school will be reviewed by the placement committee. (SEE NOMINATION GUIDELINES)

PARENT INVOLVEMENT OF PLACEMENT DECISION

Parents/Guardians will be notified by US mail of the placement or non-placement of your child. If you would like information about the placement decision of your child, please call 425-1201 to set up a conference with the teacher of the gifted and or the GATE Coordinator.

MAINTENANCE OF RECORDS

The district will maintain records of placement decisions and data on all nominated students for a minimum of five (5) years or for as long as needed for educational decisions.

APPEAL PROCESS

Parents are notified of placement decisions and have the opportunity to appeal a decision with which they disagree. Parents may appeal placement decisions through the appeal process.

1. Within 10 school days of notification (date on notification letter). A letter of appeal must be submitted to the GATE Director
2. GATE Director will contact parent
3. If unresolved by the GATE Director, a letter of appeal will be brought before a committee consisting of a GATE Teacher, Teacher, GATE Director, Counselor and Principal.

The following agenda will be used as a guideline:

1. Introductions
2. Explanation of Appeals
3. Parents will be able to make a statement to the committee then they will need to leave for deliberation.
4. Committee will deliberate
5. Decision made
6. Parents notified

EXIT POLICY

Student performance and progress is reviewed and placement status evaluated annually. Any student receiving services from the GATE Program may be exited from the program. Reason for exit from the GATE Program may include but are not limited to the following:

1. Inability to adjust to the program
2. Poor academic performance
3. GATE facilitator request
4. Parent request

5. Student request
6. Student illness

An exit conference will be held with the GATE facilitator and parents. Parents may appeal the exit decision by following the appeal process.

Mountain Home Public Schools Program and Practices

Gifted children are as different from each other as they are from other children. They need differing amounts of homogeneous grouping at various stages of development, and as their interests change. No single program option can ever meet all of the needs of all gifted children. One constant however, set by the State Department of Education, is that gifted education programs must be in place to meet with identified gifted students for a minimum of 150 minutes per week for Grades 3-12.

GATE 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. There is consistency among the program's components and curriculum objectives. Evaluation procedures are based on the district's philosophy of education. Program alternatives will include a combination of enrichment (experiences which supplement the regular curriculum), acceleration (activities designed to allow students to progress at a faster than average rate), and guidance (planned activities that promote understanding of the self and one's relationship to others). The Mountain Home GATE program strives to be innovative in designing programs that combine these elements in ways that best meet the needs of our gifted students.

In whatever form the program for the gifted is organized, there is a clear delineation of roles, responsibilities, and coordination procedures.

Grades K-2 MH Kindergarten and Nelson-Wilks-Herron

A. Whole Group Enrichment: A licensed teacher of the gifted works with the classroom teacher to design enrichment curriculum for the whole class. This option is considered long-term identification and therefore a portfolio should be maintained to document student(s) actions/responses. The delivery of services to students must be at least 30 minutes a week. The approved teacher of the gifted and the classroom teacher may organize teaching responsibilities as needed. Kindergarten Teachers have been trained in Talents Unlimited. Talents Unlimited Training (official 2-day workshop) is an Arkansas Department of Education ADE approved differentiation workshop.

Pull-out Programs and/or Gifted Education Resource Rooms

Gifted Education Resource Rooms Grades 3-7: Gifted students may participate in

homogeneous classes in which they receive instructional services different from those normally provided in the regular classroom. They have the opportunity to work at the level of their abilities and in their area of interest or talent. Instruction is delivered by a licensed teacher of the gifted. The recommended class size is 10-12 students.

Grades 6-12 Pinkston Middle School, Mountain Home Junior High and Mountain Home High School

A. Pre-Advanced Placement Classes starting at grades 6-12: According to the College Board: Pre-AP classes are based on two important premises. The first is the expectation that all students can perform well at rigorous academic levels. All students are consistently being challenged to expand their knowledge and skills to the next level. The second important premise of Pre-AP is the belief that the middle and high school years can provide a powerful opportunity to help all students acquire the knowledge, concepts, and skills needed to engage in a higher level of learning. Class sizes are consistent with state standards.

Pre-AP classes

Pre-Ap Courses – Who should take these?

1. A student with interest in intense exploration of the course material
2. A student with appropriate study skills
3. A student with strong personal commitment to complete all requirements
4. A student with strong classroom grades and test scores in the subject area.

Should students take both Pre-Ap courses?

Students are encouraged to challenge themselves but also to find a balance with other activities they are involved in outside of school. The decision is an individual one based on schedule and interest of each student. It is not recommended that a 6th or 7th grade student take more than one Pre-AP course per school year.

Pre-AP Language Arts – 2 semesters

This course is rigorous and recommended for students who excel academically in Language Arts, have a love for reading and writing, and have a strong work ethic. Students will experience the 6th or 7th grade Language Arts curriculum with an emphasis on developing critical thinking and analysis. Students need to be self-driven and have a good work ethic. Students will have additional reading and writing requirements in this course.

Pre-AP Math – 2 semesters

This course is an accelerated program for students who excel academically in Math, have a love for this subject area, and have a strong work ethic. Students will experience the 6th or 7th grade Math curriculum and go further into the curriculum. Students need to be self-driven and have a good work ethic.

**A G/T student can take a Pre-AP course to meet gifted requirements in place of taking g/t elective or can choose to take both.*

B. GT Seminar Class Grades 8-9: Courses are offered in subject matter fields not normally offered in high school which may be interdisciplinary in nature. Core process goals for gifted

talented seminars (Course Code Number 596100) must be followed when offering the GT seminar class. Recommended number of students per period is 15-20.

C. AP Courses (Grades 10-12):
According to the College Board: AP courses are taught by highly qualified high school teachers who use the AP Course Descriptions to guide them. The Course Description for each discipline outlines the course content, describes the curricular goals of the subject, and provides sample examination questions. AP teachers have the flexibility to determine how this content is presented. For a complete list of courses and descriptions follow the link below.

https://static.visionamp.org/rubix/20160413/b68bae31ebeb5b73c6b6ab5a6b7467dc10e2a001.pdf

D. Mentorship: (Grades 10-12) An approved teacher of the gifted maintains oversight of students activities and works with mentors to document differentiation. The GT facilitator also meets with students for 30 minutes bi-weekly.

Curriculum

In accordance with the Arkansas Department of Education Gifted and Talented Program Approval Standards, the curriculum of the Mountain Home Gifted and Talented Education program 1) is an extension of the regular classroom, 2) is differentiated in content, process and/or product, 3) has a scope and sequence to assure continuity, and 4) uses materials and resources that are appropriate for differentiated learning.

Curriculum follows the Gifted and Talented State Frameworks:

Strand 1: Creative Thinking
a) Fluency
b) Originality
c) Flexibility
d) Elaboration
e) Curiosity
f) Imagination

Strand 2: Critical Thinking
a) Analysis
b) Synthesis
c) Evaluation
d) Problem Solving

Strand 3: Research/Independent Learning
a) Select/Develop Topic
b) Data Collection

c) Organizing/Analyzing Data
d) Presentation and Evaluation of Product

Strand 4: Communication

a) Verbal
b) Non-verbal
c) Written
d) Listening

Strand 5: Affective Development

a) Self Concept
b) Interpersonal Relations
c) Personal decision Making
d) Risk Taking
e) Leadership
f) Survival Skills

SCOPE/ BENCHMARK Grade	Creative Communication	Thinking Affective	Critical Thinking	Research
K	Introduction	Introduction	X	X	X
1	Develop	Develop	Introduction	X	X
2	Develop	Develop	Introduction	X	Introduction
3	Master	Master 2.4	Develop	Introduction	Develop
4	Master	Intro 2.1-2.3	Develop	Develop	Develop
5	Master	Master	Master	Master	Develop
6	Extend	Master	Master	Master	Develop
7	Extend	Master	Master	Master	Master
8-12 *	Extend	Extend	Extend	Extend	Master

A student learner should accomplish the Student Learning Expectation (SLE) purposefully at a particular grade level. Furthermore, in a collaborative effort, GATE Teachers determine how the SLE is taught to vertically align grade levels.

There are four levels of benchmarks:
Introduce, Develop, Master and Extend.

*Differentiation takes place in 7-12 grades Pre-AP and AP courses in content areas. For more information, please refer to the course syllabus in each Pre-AP/AP teacher's classroom.
The GATE program offered by Mountain Home Public Schools centers the curriculum on the context of real world challenges (outermost area). The program targets five major performance skills (innermost area) – Information Processing, Problem Solving, Critical Thinking, Communication and Responsibility. In order to teach those skills, the program offers advanced, integrated curriculum that encourages creative thinking and incorporates technology and differentiation (first circle surrounding innermost area). Implementing the curriculum effectively requires setting up a supportive physical and emotional environment (second circle surrounding innermost area). The environment is designed to nurture individuality, promote self-confidence and enhance student capacity to learn from and impact the world around them.
Regular Classroom Assignments

According to the Arkansas Rules Gifted and Talented Program approval standard of the Arkansas Department of Education.

"Curriculum for the gifted must differ not only in degree but in kind. It is important to avoid simply "more of the same." It should be in place of rather than in addition to required classroom work. Students should not be penalized for being identified as gifted by being given extra work. Teachers should be sensitive to student interests and talents in planning both cognitive and affective activities." (9.00 curriculum)

Teachers that utilize attendance/participation, and or daily assignments as elements in determining student grades shall not penalize the gifted student for attending GATE.

EVALUATION

All components of the GATE program are continuously evaluated to provide information to decision-makers and examine program effectiveness.

Input is given by students, teachers, administrators, parents, community members and school board members. Instruments used in collecting evaluative data include: surveys, questionnaires, focus groups and interviews.

Stakeholders may visit http://mhbombers.com/gate/survey/survey_index.htm at anytime and evaluate the program throughout the school year.

Results of program evaluations are available to contribute to the district strategic plan.

Individual student progress is assessed with the attention to mastery of content, higher-level thinking skills, creativity and affective growth. A wide-range of assessment measures are used

based on curriculum frameworks including: self-evaluation, criterion-referenced and norm-referenced tests, and other appropriate measures.

Participation in gifted programs is noted in permanent records.

RESOURCES

Arkansas Advanced Placement Institute (APSI) Contact Information:

Arkansas State University, Dr. John Sawyer, Director
jsawyer@astate.edu
870-972-3062
http://education.astate.edu/ease/ap/

University of Arkansas Fayetteville
Maribeth Lynes, Director
mlynes@uark.edu
479-575-5848
http://apsi.uark.edu/

University of Arkansas Little Rock
Dr. Ann Robinson
aerobinson@ualr.edu
501-569-3410
http://arkapctr.ualr.edu

Gifted Education Organizations:

Arkansans for Gifted and Talented Education (AGATE)
PO Box 250754
Hillcrest Station
Little Rock, AR 72225
http://www.agatearkansas.org/

Arkansas Association of Gifted Education Administrators (AAGEA)
815 Bishop
Little Rock, AR 72202
501-372-1691
http://www.theaaea.org/?page=AAGEAAboutUs

The Council for Exceptional Children
The Association for the Gifted
1110 North Glebe Road, Suite 300
Arlington, VA 22201-5704
1-800-224-6830
http://www.cectag.org

The National Association for Gifted Children
1707 L Street, NW, Suite 550
Washington, DC 20036
202-785-4268
http://www.nagc.org

The National Research Center on the Gifted and Talented
The University of Connecticut
2131 Hillside Road, Unit 3007
Storrs, CT 06269
1-860-486-4826

World Council for Gifted and Talented Children, Inc.
The University of Winnipeg
515 Portage Avenue, Winnipeg, Manitoba
Canada R3B2E9
204-789-1421
http://world-gifted.org

Gifted Education Resources:

AP Central – The College Board Website
http://www.apcentral.collegeboard.com

Arkansans for Gifted and Talented Education (AGATE)
http://www.agatearkansas.org/

Belin-blank Center for Gifted Education and Talent Development
http://www.education.uiowa.edu/belinblank

Davidson Institute for Talent Development
http://www.ditd.org

Educational Resources Information Center (ERIC) Clearinghouse
http://www.eric.ed.gov

Hoagies' Gifted Education Page
http://www.hoagiesgifted.org

Arkansas Department of Education
Pre-Advanced Placement and Advanced Placement
Additional Training Plan
Arkansas Department of Education
Office of the Gifted and Talented
#4 Capitol Mall, Room 203-B
Little Rock, AR 2201
501-682-4224
501-682-4220 fax

GATE ORGANIZATION FLOW CHART
Chain of Command

MHPS School Board of Education
|
|
MHPS Superintendent of Schools
|
|
|
|
MHPS Assistant Superintendent of Schools
|
|
|
|
MHPS Director of Gifted Programs/Principal
|
|
|
|
GATE Teacher
|
|
|
|
Parent/Guardian

Appendix
(Various copies of forms/handouts)

MOUNTAIN HOME PUBLIC SCHOOLS
2465 Rodeo Drive
Mountain Home, AR 72653
(870) 425-1201

October 17, 2017

To the Parent/Guardian of,

Your child was recently referred for the Mountain Home Public School District (MHPS) Gifted and Talented Education (GATE) Program.

Attached to this letter is a form called Permission to Test/Informed Consent. Please complete this form and return it to the Central Office, 2465 Rodeo Drive, Mountain Home, Arkansas 72653, to the attention of Marsha Partney.

Screening consists of different tests. Testing time is between 5-6 hours. Depending upon the grade level, tests might include the following: Intelligent Quotient (IQ) Test called K-Bit, SAGES -2, Naglieri (as needed), Torrance Test of Creativity, and Gifted and Talented Evaluation Scales (GATES).

The GATE Placement Committee will meet twice a year at minimum to determine which student(s) have the need for the differentiated curriculum and program options offered in GATE.

Notification of placement, provisional or non-placement will be mailed to you.

I appreciate your interest in our GATE Program.

Sincerely,

Dr. Leigh Anne Gigliotti, Assistant Superintendent
Director of Gifted Education
870-425-1201 phone
870-425-1316 fax
lgigliotti@mhbombers.com

Mountain Home Public Schools
INFORMATION TO PARENTS AND GUARDIANS
PERMISSION TO TEST/INFORMED CONSENT FOR GATE

It is the intent of this statement to inform parents and guardians of their rights and responsibilities and those of the Mountain Home School District concerning the referral evaluation, and placement of gifted children.

DATA-Confidentiality

-Consent will be required before the school district:
-Discloses any information concerning the child to anyone other than authorized personnel employed by the district.
-Uses any information concerning the child for any purpose other than educational planning and programming.
-Conducts a formal evaluation of the child

Destruction of Data

The school district has the responsibility to maintain the confidentiality of data concerning the child and for the destruction of the data five years following termination of services. Parents may inspect the data at any time prior to its destruction.

Access to Data

Access to data is available to authorized school personnel only. Upon written request, parents and guardians may inspect data collected concerning the child. Parents disagreeing with data may file a letter stating the reason for the disagreement.

When the child reaches age 18, he/she may, upon written request, inspect the data and place in the file a letter(s) of disagreement with the data. He/she alone may determine who outside the school district has access to the data.

PRIOR NOTIFICATION AND CONSENT

-No comprehensive evaluation or placement of the child in the Gifted and Talented Program will be made without your written informed consent.

I (give) (do not give) (Check one and return to school) permission for my child to be evaluated further for consideration for placement in the Mountain Home Public School GATE Program.

_____ _____

Signature of Parent/Guardian Date

Child's Grade:_____ Child's Teacher:

MOUNTAIN HOME PUBLIC SCHOOLS
2465 Rodeo Drive
Mountain Home, AR 72653
(870) 425-1201

May 18, 2017

Dear Parent/Guardian ofXXXXXX,

The GATE Placement Committee met recently to conduct a review of all new students referred to the Gifted and Talented Education (GATE) program. All data regarding your child was reviewed by the committee, which consists of a counselor, an administrator, teachers and a specialist in gifted education.

The committee uses a "blind case study" approach. That means the committee does not see the names of the students who have been referred.

The Placement Committee decision was that your child's educational needs are best served in the regular classroom setting. The GATE Placement Committee realizes that children change as they grow. The referral process is ongoing.

If you have any questions concerning test scores or the placement decision, please contact me.

Sincerely,

Dr. Leigh Anne Gigliotti, lgigliotti@mhbombers.com
Director of Gifted Education

MOUNTAIN HOME PUBLIC SCHOOLS

2465 RODEO DRIVE
MOUNTAIN HOME, ARKANSAS 72653
870-425-1201

August 15, 2017

Dear Parent/Guardian of ,

The Gifted And Talented Education (GATE) Placement Committee met recently for the purpose of conducting a review of all students referred to the GATE Program. All pertinent data regarding your child was reviewed by the committee, which includes a counselor, an administrator, teachers and specialists in gifted education. The committee uses a "blind case study" approach. Student names are withheld during the placement process.

The Placement Committee has determined that your child meets the eligibility requirements FULL placement in the GATE program offered through Mountain Home Public Schools.

We urge you to talk this matter over with your child. GATE classes are a genuine challenge. They are fast-paced, include differentiated curriculum, and are broader-based in scope. That is why we ask that the decision to accept the challenge and responsibility that goes with the GATE curriculum is one that is mutually agreed upon by student and parent.

Please indicate your decision by completing and returning the bottom portion of this letter to the GATE Teacher at your child's school. Your child will not be allowed to begin GATE classes until the form is returned. We will begin classes soon, so your prompt attention to this inquiry is greatly appreciated.

Sincerely,

Dr. Leigh Anne Gigliotti, Director of Gifted Programs

++

Directions: Please read, sign and return to your child's GATE Teacher.

Student name _____Grade_____School_____

My child has my permission to participate in the GATE classes offered by Mountain Home Public Schools.

Parent signature:_____Date:_____
Student signature:_____Date:_____

MOUNTAIN HOME PUBLIC SCHOOLS' G/T PROGRAM
PARENT QUESTIONNAIRE

Student Name School

Parent's Name Grade

Address Telephone

DIRECTIONS: Please complete the following information about your child. Feel free to use the reverse side or additional paper if necessary. All information will be kept strictly confidential. Return to your child's school or the district central office.

1. In what kinds of things is your child interested? How does she/he show these interests?

2. Describe your child's relationships with playmates and/or brothers and sisters. Include their ages and the kinds of things they like to play.

3. Describe any significant relationships in your child's life (teachers, relatives outside the immediate family, pets, etc.)

4. Does your child like to play alone? Describe his/her favorite things to do alone.

5. What are your child's hobbies? What games does he/she enjoy? Does she/he have any collections?

6. Does your child enjoy reading or being read to? What kinds of books does he/she prefer?

7. Does your child notice how other people feel or show concern for what is going on around him/her? Describe.

8. What kinds of things does your child talk to you about?

9. Is your child unusually curious? How does he/she look for answers?

10. Does your child become extremely involved in an activity? Give an example.

11. Is your child a perfectionist? Describe

12. Name any ways in which your child surprises you by doing or saying something you feel is unusual for his/her age. (Include any developmental landmarks such as walking, talking, and reading.)

13. Do you feel your child may be gifted? If so, tell why.

Appendix 6

Student Provisional to Non-placement Form

Within the above average abilities Renzulli makes a difference between general abilities (like processing information, integrating experiences, and abstract thinking) and specific abilities (like the capacity to acquire knowledge, perform in an activity).

_____

_____

_____

By creativity Renzulli understands the fluency, flexibility, and originality of thought, openness to experience, sensitivity to stimulations, and a willingness to take risks.

_____

_____

_____

Under task commitment he understands motivation turned into action (like perseverance, endurance, hard work, but also self-confidence, perceptiveness and a special fascination with a special subject). Renzulli argues that without task commitment high achievement is simply not possible.

_____

_____

____

Additional Information: Objective: IQ: _____ SAGES-2 _____
Achievement _____ Torrance _____
Subjective: GPA current _____ GATES_____
Placement Committee:
_____Gate Teacher _____Administrator
_____Counselor _____Teacher
_____ Teacher _____ Teacher

Appendix 7

Mountain Home Gifted and Talented Education Program
Provisional Placement to Full Placement Form

Student Name _____ ID # _____
Date _____ Grade _____ Age _____ School _____

This student is recommended for Full Placement at this time.

Within the above average abilities Renzulli makes a difference between general abilities (like processing information, integrating experiences, and abstract thinking) and specific abilities (like the capacity to acquire knowledge, perform in an activity).

_____

_____

By creativity Renzulli understands the fluency, flexibility, and originality of thought, openness to experience, sensitivity to stimulations, and a willingness to take risks.

_____

_____

Under task commitment he understands motivation turned into action (like perseverance, endurance, hard work, but also self-confidence, perceptiveness and a special fascination with a special subject). Renzulli argues that without task commitment high achievement is simply not possible.

_____

_____

Additional Information: Objective: IQ: _____ SAGES-2 _____
Achievement _____Torrance scores _____
Subjective: GPA current _____GATES_____
Placement Committee:
_____Gate Teacher _____Administrator
_____Counselor _____Teacher
_____ Teacher _____ Teacher

Appendix 8

Mountain Home Gifted and Talented Education Program
Appeal Conference Summary Report

Conference of _____Date _____

Attendees

_____

_____

____

Parent/Guardian Documentation of Educational Need:

_____

_____

_____

_____

Findings of the Committee: Placement ____ Non-Placement ____ Other ____

Basis for Decision:

_____

__

_____

_____

_____

Signatures:

_____

Appendix 9

Mountain Home Gifted and Talented Education Program

GATE TEACHER RECOMMENDATION FOR STUDENT EXIT

STUDENT NAME: _____ DATE:_____
GRADE: _____SCHOOL: _____
AGE: _____

I recommend to exit from the GATE Program for the above named student for the following reasons (s): (attach any documentation or letters from parents, classroom teachers, etc.)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

_____
GATE Teacher Signature

_____
Date
Parent Notification (date) _____
Conference with student (date) _____
Conference with parents (date) _____
Action taken by PLACEMENT COMMITTEE _____ DATE

_____
Initials of committee _____

Appendix 10

MOUNTAIN HOME GATE PROGRAM
STUDENT/PARENT REQUEST FOR STUDENT EXIT FROM GATE

STUDENT NAME: DATE:

GRADE: AGE: SCHOOL NAME:

Please check one of the following:
___My child requests exit from the GATE Program.

___I request exit from the GATE program for the above named student. I am the parent/guardian of this student.

I request exit from GATE for my child for the following reasons:

_____
_____
____

_____

PARENT/GUARDIAN SIGNATURE

_____

DATE

TO BE COMPLETED BY THE GATE TEACHER

Conference held with child (date)_____ _____initials

Face-to-face Conference or telephone conference with parent (date)____ _____initials (circle one)

Exit from GATE approval (date)_____

Appendix 11

Mountain Home Gifted and Talented Education Program
Student Self-Evaluation

Student _____ Date _____
Grade _____ GATE Teacher(s) _____
GATE class:
_____
__

Rate yourself in the following areas, using letter grading system (A, B, C, etc.)

_____Academic performance-(My grades reflect my best, highest quality work)
_____Motivation-(I enjoy the academic experiences provided by the GATE classes)
_____Task commitment-(I work very hard and do all of my assignments. My work reflects my true ability.)
_____Critical thinking skills-(I work hard to improve my critical thinking and problem solving skills.)
_____Creative thinking skills-(I use my creative thinking skills such as fluency, flexibility, elaboration, and originality to improve my product development.)
_____Completes assignments on time-(I complete all of my assignments on time in GATE and my other classes as well.)
_____ Communicate verbally-(I use my verbal skills to communicate effectively with my peers and teachers.)
_____ Communicate via the written word-(I use my writing skills to communicate effectively with my peers and teachers.)
_____Enjoys the challenges of the Gifted Curriculum-(I enjoy the academic rigor as well as the creativity and problem solving opportunities that GATE provides me.)
_____Works well in groups-(I work well with my peers in the GATE classroom-I do my part in group discussion and group projects.)
_____Participates in class-(I participate in class discussions and projects. I stay "tuned in".)
_____Recognizes and uses abilities-(I realize that I am gifted and have special talents that I use daily. I work hard at improving my strengths and weaknesses.)

Additional comments:_____

_____ _____
Student Signature GATE Teacher Signature

Appendix 12

Mountain Home Gifted and Talented Education Program
Yearly Evaluation of GATE Student

Student _____ Date _____

Grade _____Homeroom Teacher _____

GATE class:

Rate the student on the following, using letter grading system (A, B, C, etc.)

_____Academic performance
_____Motivation
_____Task commitment
_____Critical thinking skills
_____Creative thinking skills
_____Completes assignments on time
_____Ability to communicate verbally
_____Ability to communicate via the written word
_____Enjoys the challenges of the Gifted Curriculum
_____Works well in groups
_____Participates in class
_____Recognizes and uses abilities

Placement recommendation for the _____academic year:

_____Remain in GATE/Pre-AP class
_____Placement on a probationary period
_____Exit from Gifted program (must then go to placement committee for approval)

_____ _____

Gifted Teacher date Parent date

Appendix 13

Request Form for Gifted Education Assistance
Regular Teacher Use Form

To: Dr. Gigliotti, Director of Gifted Programs
From: Teacher Making Referral Name:_____
Gifted Student in Need of Assistance Name: _____
Grade level:_____
Content area or course:_____
Date of Referral:_____

I am referring the above named identified gifted students for the reason(s) stated below. I will notify parents should the need arise.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Would you like for a Teacher of the Gifted to (Check all that apply):
___contact you by phone
___contact you in person
If yes, when is a good time?_____
___visit with the student ___provide gifted resources
___provide gifted lessons ___contact the child's parents
___Other:_____

Appendix 14

Mountain Home Public Schools

Gifted and Talented Program

Ways to Differentiate

Curriculum must be differentiated to meet the needs of all students. Documentation is required to show that differentiation for G/T identified students is taking place at least 150 minutes per week.

The information below is offered as suggestions to guide in the selection of the documentation that can be provided for evidence of differentiation. Rules and Regulations of Gifted and Talented Program Approval Standards require Pre-AP and AP Teachers to differentiate their curriculum as an option of meeting the needs of identified G/T Students.

CONTENT: Refers to concepts, principles, and skills that students learn. Choices that can reflect differentiation:

- Two or more texts that can be used
- Pre-Tests and compacting for those who "test out" of the content to be taught

PROCESS: Refers to activities that help students 'learn' the content. Choices that can reflect differentiation:

- Analyze the content
- Compare/contrast
- Debate
- Create

These are the 'Blooms' verbs. Having options for students to show their understanding is an excellent form of differentiation.

PRODUCT: Refers to products the students may use to demonstrate their learning. Choices that can reflect differentiation:

- Reports
- Presentations
- Interviews
- Pod casting

Rubrics can be developed to assist in assessment.

CHOICES: Offering choices is the simplest form of differentiation. In the daily lesson plans include CHOICES.

Appendix 15

Mountain Home Public Schools
Gifted and Talented Program
Differentiation Form

CONTENT
AREA:_____TEACHER:_____
GRADE:_____CLASS PERIOD:_____BEGINNING DATE:_____ENDING DATE:_____
Circle one: 1st 2nd 3rd 4th 9 weeks of school
STUDENTS:_____
_____
_____
_____

Reference for Principles for a Differentiated Curriculum:

____Present content that is related to broad-based themes, issues, or problems.
____Integrate multiple disciplines into he area of study.
____Present comprehensive, related, and mutually reinforcing experiences within an area of study.
____Allow for the in-depth learning of a self-selected area within the area of study.
____Develop independent or self-directed study skills.
____Develop complex, productive, abstract and/or higher level thinking skills.
____Focus on open-ended tasks.
____Develop research skills and methods.
____Integrate basic skills and higher level thinking skills into the curriculum.
____Encourage the development of products that challenge existing ideas and/or produce "new" ideas.
____Encourage the development of products that use new techniques, materials, and forms.
____Encourage the development of self-understanding (i.e., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others).
____Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standardized instruments.

BRIEFLY DESCRIBE HOW THE CONTENT, PROCESS, AND PRODUCT ARE DIFFERENTIATED.

CONTENT

PROCESS

PRODUCT

Appendix 16

Mountain Home Public Schools
Gifted and Talented Program
Differentiation Form

CONTENT
AREA:_____TEACHER:_____
GRADE:_____CLASS PERIOD:_____BEGINNING DATE:_____ENDING DATE:_____
Circle one: 1st 2nd 3rd 4th 9 weeks of school
STUDENTS:_____
_____
_____
_____
TOPIC OF ACTIVITY:

PROCESS:
____Critical Thinking
____Creative Thinking
____Research
____Extended
____Enriched
____In-Depth Study
____Affective
____Pamphlet
____Essay
____Newspaper Article

____Other_____

PRODUCT:
____Paper/Essay
____Poem
____Chart/Graph
____Time Line
____Project
____Debate
____Game
____Video/Photo
____Display/Model

____Report (oral or written)
____Drama/Skit
____Poster
____Illustration/Diagram
____Class Presentation
____Demonstration
____Experiment

Appendix 17

Extra Curricular Activities for GATE Students

Grades K

- Odyssey of the Mind Grades K-12

Grades 1-2

- Chess Club (2nd grade)
- Mensa Excellence in Reading Program
- Odyssey of the Mind
- I Can Clubs
- Spelling Bee

Grades 3

- Odyssey of the Mind/Mtn. Home Creativity Council
- Project Fair
- Spelling Bee
- Mensa Excellence in Reading Program

Grade 4-8

- Project Fair
- National Geographic Bee
  www.nationalgeographic.com/geobee
- Odyssey of the Mind/Mtn. Home Creativity Council
- Spelling Bee
- Quiz Bowl
- First Lego League
  http://www.usfirst.org

Grades 6-7

- Literacy Fair at Pinkston Middle School
- Science Fair at Pinkston Middle School
- Odyssey of the Mind/Mtn. Home Creativity Council
- Spelling Bee

- Quiz Bowl
- First Lego League
  http://www.usfirst.org
- 6th Grade Noetic Math Competition

Grades 8-9

- Odyssey of the Mind/Mtn. Home Creativity Council
- Spelling Bee
- Quiz Bowl
- First Lego League Grade 8
  http://www.usfirst.org/roboticsprograms/fll/default.aspx?id=970
- First Robotics Competition Grade 9
  http://www.usfirst.org/roboticsprograms/frc/default.aspx?id=966
- Math competition Grade 8 (Algebra)

Grades 10-12

- Quiz Bowl
- First Robotics Competition
  http://www.usfirst.org/roboticsprograms/frc/default.aspx?id=966
- Arkansas Governor's School
- Arkansas Girls State
- Arkansas Boys State
- National Honors Society

Appendix 18

Mountain Home Public Schools
G/T Student Evaluation ADE 7.0 & 8.0
Report Card

Appendix 19

MOUNTAIN HOME G.A.T.E. PROGRAM
Student Review Data Sheet for G.A.T.E. Placement